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ABSTRACT

The first National Paired Reading Conference decided to establish a Paired Reading Information Network and to publish a journal. This bulletin is a direct result of this decision. It contains eight conference papers (constituting the conference proceedings), six feature articles, and four short reports (all with an emphasis on the method of simultaneously reading aloud in pairs), as follows: (1) "Paired Reading with Mixed Ability Middle Infants" (P. Bruce); (2) "The Home-School Reading Link in a Multi-Cultural Junior School" (P. Precious); (3) "Parental Involvement in Reading for High School Pupils" (P. Hodgson); (4) "Paired Reading in a School for the Physically Handicapped" (M. O'Hara); (5) "Shared Reading" (M. Greening and J. Spenceley); (6) "Paired Reading in a Social Services Day Nursery" (M. O'Hara); (7) "Manipulating the Components of Paired Reading" (M. Pitchford); (8) "Paired Reading Projects with Asian Families" (M. Welsh and M. Roffe); (9) "Parent, Peer and Cross-Age Tutors" (L. Free and others); (10) "The Cowlersley Junior School P.R. Project" (B. Fawcett); (11) "Paired Reading at Colne Valley High School" (S. Cawood and A. Lee); (12) "Kirklees Paired Reading Project First Annual Report" (K. Topping); (13) "Suggested Books for Parental Involvement in Reading Projects" (J. Spenceley and others); (14) "'Working Together': The Marsden Junior School Peer Tutor Project" (I. Gale and D. Kendall); (15) "Paired Reading at Lydgate Special School" (G. McKnight); (16) "P.A.T.C.H." (M. Simpson); (17) "An Account of a Paired Reading Project" (E. Lees); and (18) "Paired Reading for High Flyers" (Kayes First School). (JG)

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the

PAIRED READING

BULLETIN

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Editorial

The First National Paired Reading Conference, held in Dewsbury (West Yorkshire) on November 3rd 1984, resolved to establish a Paired Reading Information Network and promote the publication of an occasional newsletter or journal. The first issue of this latter publication was, minimally, to contain the proceedings of the first national conference. You are now holding it in your hands.

It has been a long time coming. This is partially due to the tardiness of some conference workshop tutors in writing down their words of wisdom and sending them to your editor. If this academic year's experience is anything to go by, it seems likely that the Bulletin will appear just once a year.

On the other hand, should the editor be deluged with manuscripts for inclusion, issues may be more frequent. In any event, readers are urged to write up their experiences, results, thoughts etc. and send them in. A balance between the descriptive and the analytic, between the pragmatic and the academic, is what we are striving to achieve. So all contributions will be welcome.

This first issue of the Bulletin has been paid for out of funds accruing from the first national conference, and is issued free to readers. It is not very likely that funding can continue to be magicked out of miscellaneous hats in the long run, and at some future point a charge for the Bulletin will probably have to be made. However, it is likely that we will send future issues out and ask for a post-hoc payment - at least until we can gauge how honest you all are.

Inevitably, this first issue is rather parochial in flavour, and many of the articles refer to "home-grown" projects in Kirklees. It is to be hoped that this will change in the future, as contributions flood in from around the world. Around the world?! Yes, I jest not - see the "News" section.

You will find that three main Themes pervade the contents of this first Bulletin. One is the extension of the application of the technique of Paired Reading to increasingly diverse groups - diverse in age, ability, ethnic origin, language background, socio-economic status, and so on. The second theme is the increasing usage of Paired Reading as a technique in peer and cross-age tutoring projects in schools. The third theme is the astonishing consistency and durability of the technique - in school after school we find success after success - with very few "failures".

The first section of the Bulletin "contents" comprises the conference proceedings, the second includes feature articles of some length, the third section has shorter reports, and the final section gathers very brief items of news. It is intended to retain this structure for future issues, to help make the Bulletin readily accessible to a very wide readership. Your contribution could be very short.

So, have a good read. And then get writing!

Keith Topping
Editor

Introduction

The conference was held on Saturday, November 3 1984 at Dewsbury and Batley Technical and Art College (D.A.B.T.A.C.) in Dewsbury, West Yorkshire. After an initial keynote address from Dr. Jenny Hewison, there were four parallel workshops, outlining good practice and discussing practical problems of implementation of P.R. projects in different kinds of school : infant, junior, high and special. An exhibition of materials, videos, etc. was available for inspection during lunch. In the afternoon, four parallel workshops dealt with Paired Reading with the very young, with the Asian community, with peer and adult volunteers, and with higher reading skills beyond Paired Reading. Finally, a plenary session discussed the establishment of a P.R. Information Network, with a register of interested parties and a regular journal or bulletin.

Each workshop embodied brief contributions from two tutors, so the possible total of contributions to these proceedings was seventeen. The contributions actually printed here are much fewer in number, and this is for two reasons. Firstly, one or two workshop tutors have not found time to write up their input. Secondly, and more significantly, the contributions of many tutors are already published or about to be published elsewhere. A brief guide to the contributions follows. The addresses of the contributors, for those readers wishing to contact them, are available from the P.R. Information Network Register or via the Kirklees Paired Reading Project Headquarters.

Jenny Hewison's paper is to be published elsewhere (Topping & Wolfendale, 1985). From the Infant School Workshop, Peggy Bruce's paper is in this issue, and Greta Jungnitz's paper is published elsewhere (Jungnitz et al., 1983). From the Junior School Workshop, Avril Bush's paper has been published elsewhere (Bush, 1983). Readers may wish to note that Avril has recently remarried and may now be cropping up as Avril McArthur. Pat Precious's paper is included in this issue.

From the Secondary Workshop, Pat Hodgson's paper is included in these "Proceedings", but an extended write-up from Steve Morris and his colleagues of the work with Paired Reading at Royds Hall is included among the "Feature Articles" section of this issue. From the Special School Workshop, Gill McKnight's contribution has been published elsewhere (Topping & McKnight, 1984), and Min O'Hara's notes are included in this issue.

From the afternoon workshop on P.R. with pre-school and reception children, papers from Mary Greening and Jean Spenceley, and also from Min O'Hara (again), are included in this issue of the Bulletin. From the "Beyond Paired Reading" Workshop, Keith Topping's contribution is to be published elsewhere (Topping and Wolfendale,1985), and Mick Pitchford's paper is included in this issue.

Leslie Carrick-Smith's contribution to the workshop on P.R. with peer and adult volunteers will also be in Topping & Wolfendale (1985). Joe Lyons from All Saints School in Sheffield, whose contribution to the conference was much appreciated by the participants, has not been able to transfer his experience on to paper. From the "Asian" workshop, Greta Jungnitz's contribution is to be published in Topping & Wolfendale (1985), and a paper by Mike Welsh and Mick Roffe is in this issue.

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PAIRED READING WITH MIXED ABILITY MIDDLE INFANTS

by Peggy Bruce

Background to the project

An increasing awareness of the value of involving parents in the education of their children, and reports of the Haringey project and the paired reading scheme at Deighton, led to the setting up of a pilot project in the summer term 1983 with the top infant year group at Stile Common Infants & Nursery School.

It was decided to give all parents the opportunity to participate in the scheme regardless of their child's reading ability. Parents of children whose reading age was below their chronological age, and who did not respond to the initial invitation to participate in the scheme, were persuaded where possible to become involved. Where it was not possible, children (9) were withdrawn from class daily by parent volunteers. Twenty-four families participated. In addition, eighteen children whose reading age was above their chronological age did not become involved in the scheme.

Children were given the Young Group Reading Test at the beginning and end of the project. Results showed that overall the children involved in paired reading showed a greater improvement than children not involved, but the difference was not statistically significant.

The response from most parents, however, was very enthusiastic. Most parents felt that their children's reading had improved and that children were better motivated and more enthusiastic about reading. Other comments referred to greater confidence, better understanding, more interest and enjoyment.

Teachers also noticed better attitudes to reading and an increased ability in many children.

The scheme was again carried out with the top infants in the autumn term 1983. Many of the children who were involved continued to borrow books several times a week until they left the school in July 1984.

Middle Infant Project, May-July 1984

Learning from the pilot project led to several changes:

1) an individual pre and post test was given. The Daniels & Diack Test 1 was used.

2) A more specific home/school record sheet was used.
3) Half way through the project a checklist and letter were sent home. It was hoped that this would remind parents of the correct techniques, and help maintain enthusiasm.
4) A more specific evaluation checklist was given to parents at the end of the scheme, and the head teacher discussed the child's progress and parents' evaluation of the scheme with most parents at the end of the scheme.
5) Teachers were also asked to complete an evaluation checklist at the end of the scheme.

Catchment area

The school enjoys a very mixed cross section of society and amongst the group there are professional parents, manual and clerical workers, one parent families, unemployed, and semi-literate parents. Approximately 20% of children are of Asian backgrounds. Some of these parents were educated in this country, whereas one child had only lived in this country for a few months.

Children in the age group

Within the age group one child had already reached the ceiling of the test at the beginning of the scheme, and others did not score and thus were classed as having a reading age of 5 years.

Of the 39 children in the age group 28 parents agreed to participate in the scheme.

Of the 11 children who did not participate six had a reading age above their chronological age .

Organisation of the scheme

An evening meeting was held at which the scheme was explained, and parents were asked to make the commitment. A second meeting was held when parents and their children were shown paired reading on the video. Children then chose their first book, and practised reading with their parents whilst staff tried to ensure that good practice was established.

A wide range of books, selected by the Children's Library Service in conjunction with the head teacher, was available outside the classrooms. Children, either on their own or with help from parents and staff, were able to change their books any day at the beginning or end of school. Parents were given a home reading record sheet, which they were asked to complete each time they read with the child, to be shown to the teacher each week. Encouragement and support was given to parents with a letter and checklist halfway through the scheme, and informally as they came into school with their children.

Results of the scheme were discussed by staff and the head teacher at an open evening which occurred just after the scheme had concluded.

Results

(Mean R.A. in yrs)

	BEFORE	AFTER	GAINS	EXPECTED GAINS
Paired Readers (PR) n = 28	6.14	6.99	0.8	0.19
Non-Paired Readers (NPR) n = 11	6.54	6.76	0.22	0.19

i.e. Paired Readers progressing at 4 times rate of non-Paired Readers, and 4½ times "normal" rates.

Teacher Evaluation Results

One teacher had only taken over a class at Easter and thus found it difficult to comment on change. Other teachers noted that many children's attitudes to reading were good at the start of the Project.

Of the Project children:-

59% had become more fluent
55% were reading more widely
50% were reading more
45% showed more confidence in reading
38% read more accurately
33% showed better pacing
25% showed better comprehension
- in class.

Parent Evaluation Results

These were very positive. 21 out of 28 questionnaires were returned. Responses summarised thus:-

Child:	reading more	62%
	reading more widely	79%
	understanding more	68%
	more confident	84%
	more willing	71%
	more interested	72%
	enjoying more	88%
	making less mistakes	74%
	more fluent	72%
	more expressive	44%

Future intentions:

Stop Paired Reading	0%
Go on, only twice weekly	48%
Go on, five times weekly	38%
Go on in a different way	14%

Advantages of Paired Reading

1) Paired Reading gives parents the opportunity to make a positive contribution to the improvement of their children's reading. This they can do without any knowledge of the reading process, or specialist skills.

2) It is supportive of the work being done in school and does not conflict with methods and schemes being used.

3) The emphasis is on understanding and enjoyment of books, with children making their own selection.

4) It seems to establish in some children the habit of reading regularly.

5) Children do not fail. They receive a great deal of praise. They are able to read difficult books which interest them with success because of the support they are given.

6) Apart from the time taken to administer the individual tests and the training meetings, the scheme takes up very little of the teachers' time.

7) With the co-operation of the Children's Library Service there is no drain on the school's resources.

8) The scheme can benefit average and above average readers, as well as poorer readers. Increases in reading ages were found across the ability range.

Post Script

The children whose reading age is still below their chronological age are being withdrawn from class by three mother volunteers and a high school student for paired reading. Most of these children are receiving extra teaching in specific reading and language skills.
No home visits were made. In other schemes this has played a vital part. It is likely that some parents/children would have been more successful if they had been given this support.
It seems likely that the school will use paired reading with the middle infant age group next year. As several parents found difficulty in persuading children to stay inside to read during the light evenings in the summer term, the scheme will probably be instigated in the spring term.

The Home/School Reading Link in a Multi-Cultural Junior School

By Pat Precious

Birkby Junior School is a large multi-cultural school. There are approximately five hundred children, of whom 70% are of Asian origin, 8% West Indian and the remainder indigenous. Within the school is a unit-the Area for Remedial Care (Ark) - and the children who participate in the Home/School reading link are based in this department.

How the project started

In March'81 I read of "The Belfield Experiment" (Wilby 1981). After discussions with the Head Teacher and the staff of Ark we decided to try to establish a similar scheme - based on the Belfield model.

Why we were keen to start this project

The school was keen to involve parents in the education of their children. The parents are the child's first teachers and it seems right that they should still be involved as the child gets older and goes to school, especially if there are learning difficulties. Various pieces of research have suggested that a critical factor in early reading development is whether a child is heard to read at home regularly (Hewison & Tizard 1980, Derrick 1977, Moyle 1968). As many of our parents are 'poor readers' themselves (at least in English), a 'teacher directed' approach seemed to be appropriate. Inbuilt into such an approach is detailed advice to parents on how to hear their child read.

Getting started

First of all we designed a booklet for parents and had it printed. This booklet contains general information - the name of the Head and other teachers, school telephone number and general information about reading (based partly on ideas found in booklets produced by Coventry L.E.A.), plus specific Do's and Don'ts when hearing children read (Belfield model). Loose leaf pages are fixed into the booklet.

Do

Let your child sit very close to you.

Talk about the picture.

Read the page to him first.
Tell him the words he doesn't know.
Repeat the sentence with the word in it.

Don't

Make reading an unpleasant task.
Threaten to tell the teacher if he doesn't read.
Have the T.V. on.

Loose leaf pages

Week ending	
Child's name	
Suggested reading	What happened
Monday evening	
Tuesday evening	
Wednesday evening	
Thursday evening	
Weekend	

In September '81 we were ready to start. I made a survey and found that 80% of the mothers (or fathers) of the children concerned were not working during the afternoon, but many had young children to look after.

A letter was sent out to the parents explaining our ideas and inviting them to an afternoon meeting. This letter was written in English and the two major Asian languages spoken in the area. We also explained our ideas to the children concerned. On the afternoon concerned we provided a creche, an interpreter and refreshments and sat down and waited. Two people came, the mother and father of an English boy. Our scheme started with one participating family. It grew slowly after a very disappointing start.

How the scheme works

We have only one rule. We (the teachers) must see the parent (or older brother, etc) before they join the scheme. We work very carefully with the parent, explaining the do's & don'ts and other reading techniques. We encourage the parents to give us feedback. This, we find, helps us enormously.

The parents are now invited to come at any time if they wish to join the scheme, and we visit one or two parents at home, but this is on a very limited basis at present. The 'take up' of participating families is about 50% - it varies slightly from year to year.

The need for the Ark/4th year reading link

We felt that the children who were not involved in the Belfield type of reading link were being deprived and we decided to enlist the help of 4th year main school children. Volunteers were invited from those children, who were willing to come into the unit 3 x 10 mins weekly on a regular basis to help the Ark children. The children are 'matched' very carefully in order that good 'bonds' may be established. The scheme works in exactly the same way as it does with parents.

Benefits of the scheme

All the participating teachers and many of the parents have noticed a keener interest in reading by the children concerned. The children develop a sense of responsibility by taking home and returning books. We feel that the scheme helps anxious parents because they are able to help their children and make a positive contribution towards the education of their children.

The 4th year children are accepting and carrying out a responsible task by helping less able children. The 4th year teachers have remarked that it helps their children to mature quickly. We feel that the 'image' of Ark has improved. There has been a 100% improvement (in Ark) in parental attendance at 'parent interview' evenings. Many more parents are beginning to realise that we are all on the same side and that they are welcome to come to school at any time and not just when they have a complaint.

Parents are for the scheme. They are happy that they are able to help both their children and us. They are able to see progress. The teachers feel that the scheme is a worthwhile one that should continue. The Ark children enjoy having people other than teachers helping them with their reading. The 4th year children enjoy working with us (there is competition for places) and feel that their time is well spent.

Future developments

We have started to expand the range of books being used (initially we used reading scheme books only). Many more supplementary readers and library books are on offer - many of the children have a free choice within an appropriate 'colour band'. The use of tape recordings of books for children where there is little English spoken at home has also been considered, but many practical problems will have to be overcome before we can go ahead with this idea. We realise that the scheme would be greatly improved if we were able to undertake home visits on a regular basis.

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PARENTAL INVOLVEMENT IN READING FOR HIGH SCHOOL PUPILS

By: PAT HODGSON

Almondbury High School began experimenting with the Paired Reading Technique in 1983, when 10 volunteer members of staff gave up time in free periods or the dinner hour to read with children. The staff all commented on the improvement in confidence, motivation and fluency shown by the children. Some of the pupils began taking books home, and their parents started hearing them read on an informal basis.

Subsequently, a project was designed to involve the parents from the word go. Some parents were initially interested when attending a Remedial Department Open Evening. The project was offered to about 20 first year pupils. A special supply of books was arranged on loan from Children's Library Services. Information about local library facilities was gathered. The LEA advisers and the school PTA were approached to explore the possibility of further funding for more books.

An introductory letter with a returnable slip was sent out inviting parents and children to an initial training meeting in school. This was followed up by a reminder shortly before the due date. At the meeting, parents and children were told about the paired reading method, saw a demonstration and then undertook supervised and guided practice before leaving the building.

The follow-up and monitoring procedures included a home-school diary record sheet, which was to be completed by parent and child at home and brought back into school on a weekly basis to be monitored by the head of the Remedial Department. In addition every family was to receive an initial home visit within the first fortnight of the project, and ad hoc decisions were to be made at that point about the necessity for further visits for each family. However, parents were given the choice about whether they preferred home visits or would rather come into school to discuss progress there. In the event, of the 11 families attending the meeting and joining the project, only 3 expressed a preference for home visits.

The project then progressed reasonably well. One child dropped out owing to a change of address, and another child's contact with the monitoring procedures was hampered by his absence from school with a broken leg. Some children needed reminding about the record sheet, but many children changed books satisfactorily.

A final feedback meeting was held for parents and children, where results of the evaluation were made known. Although one or two parents were finding it hard to maintain momentum in the later weeks of the project, owing to lighter nights and alternative attractions, they all said they would carry on with Paired Reading, although perhaps less frequently. Many reported that the children were far more confident with reading. Evaluation results from Daniels and Diack Test 12 were very erratic. However, results from the Neale Analysis of Reading were considerably more stable. One child had made a spectacular gain and two had made very large gains. On average, during the three months of the Project, the group as a whole made 2.3 times "normal" progress in reading Accuracy, and 3 times "normal" progress in reading Comprehension. Compared to progress in a 'base-line' period of 3 months before the project started, progress during the project was 7 times faster. (Results were available for 9 children).

A second similar project was run in the Spring Term, 1985. For this project, all the families were visited at home, and a shorter project time (of 6 weeks) was utilised. Of 11 "starters", there were 3 "drop-outs". For the remaining 8 children, evaluation results on the Neale Analysis were much as before, although achieved in a shorter time span. The ratio gain of improvement in Reading Age as a function of time passed therefore seemed more impressive. Considerable variety in progress on testing was again exhibited, with some children making two or more years gain in reading age during the project.

With accumulating experience, the Remedial Department now feels that Paired Reading is well integrated into its armoury of techniques for combatting reading failure.

PAIRED READING IN A SCHOOL FOR THE PHYSICALLY HANDICAPPED

By Min O'Hara

Foxdenton is a school for physically handicapped pupils with over 130 pupils on roll. Although located in Oldham it caters for pupils from a number of neighbouring authorities, and its catchment area currently extends from Bolton to Glossop.

The staff had attended an in-service session on P.R. and invited the author to set up a project in the school. After some discussion it was decided to design an experimental format, in order to prove the effectiveness of the system in a special school.

Features on the project

(1) Need to prove that Paired Reading works in a special school.

(2) Desire to find out if there were "special" problems associated with a special school population, and to overcome them.

(3) School requested a "parental involvement project" and saw Paired Reading as a useful vehicle.

(4) Reinforcement of the "Enabling Role" of the Educational Psychologist, in improving the skills of the teacher in working with parents.

(5) In a physically handicapped school, it was important that the project was educationally orientated rather than medical.

(6) Using the "Parents as Partners" concept, it provides a very good teaching model for both parents and teachers.

(7) As it replicated publicised projects in mainstream schools, it was seen as a further attempt at "normalisation" of handicapped children.

(8) It provided an educational rather than a nursing task for the parents.

Steps in setting up the project

(1) Producing a video film

Although this may be time consuming, and often results in an imperfect end-product, it has a number of advantages.

(a) It increases self-commitment to the project - and to future projects.

(b) Seeing children and teachers from the school on the video increases family interest.

(c) The school is more likely to repeat the exercise.

(d) It is "good fun" to create the video.

With the above school we decided that it was important to illustate salient "special" points, e.g. children in wheelchairs, children needing physical support and spastic children with excess body movement. A video was produced featuring 3 children and 3 teachers - and the Head and Senior Teacher "hamming up" on the "How not to do it!" feature.

(2) Choosing the group

It was decided to choose children who were beginning to read. (Particularly important on the first project, which has to succeed). The children were grouped according to where they lived, in order that staff might arrange their home visiting programmes more easily.

24 children were chosen, matched as accurately as possible for Chronological Age and Reading Age, and allocated into 2 groups (Experimental and Control). They were equally distributed between the sexes and their ages ranged from 5 years 1 month to 11 years 11 months. All were tested prior to the project on the Neale Analysis of Reading (Range 6 yrs 3 mths to 9 yrs 3 mths) and Daniels & Diack Standard Reading Test (Range from below 5.3 yrs to 8.7 yrs). The children also represented the full range of handicaps within the school.

(3) Parental contact

Parents were invited by letter into the school and transport arranged where necessary. This is not a problem in this school as parents are often invited individually to school. They were also asked to bring their child and some books.

(4) Parental Evening

The school arranged a comfortable viewing situation for both parents and children, rooms to practice and tutors for all the parents. The video was then shown, and following dicussion parents were asked to practice each of the techniques in the paired reading model.

A variety of books were made available, and specific advice was given to parents as to the most suitable books for paired reading. Reading scheme readers have not been found to be very useful and children should be encouraged to choose books which interest them. Parents were given a pamphlet describing the techniques and containing initial information for successful paired reading.

Arrangements were then made for home visits and parents/children agreed to practice 10 mins/day. Record cards were given out and parents were invited to fill these in daily, and to request help if necessary.

(5) Home Visits

At least 3 home visits were made to each home. These were specifically task-related, and staff were advised to visit only for 30 mins. and to suggest they had another appointment afterwards. (This in my experience makes it easier for both teachers and parents, who may otherwise find it awkward to end an interview).

Evaluation

The project was run for 3 months, at which time the parents were invited back to see the results for the 2 groups, both tested again using the same tests. Average improvements for both groups were given in months.

TEST	Experimental Group (N=12)	Control Group (N=12)
Neale Analysis of Reading		
Reading Accuracy	7.25 months	1.3 months
Reading Comprehension	12.4 months	5.9 months
Daniels and Diack Standard Reading Test		
Reading Age	7.2 months	3.0 months

Highest individual gains were:

Reading Accuracy: 14 months

Reading Comprehension: 43 months

Daniels & Diack: 17 months

The above results confirmed the usual progress made with any group using the Paired Reading techniques. The Control Group was then taken through the same procedures and achieved similar results.

Follow-up

The school is currently undertaking its third group project and is no longer testing all the children, but teachers and parents continue to report great advances in the children's development.

Parent's comments

Parental comment was extremely favourable. The parents enjoyed both the techniques of "educating" their children, and also found the home visiting very stimulating.

Psychologist's comment

From a psychologist's viewpoint, it was a particularly useful intervention with the above school (which had been criticised in the past for its overly paternalistic attitude) in providing an excellent "Parent and Partners" model. It also provides an acceptable and viable educational intervention with a group which can easily be dominated by every-day medical needs.

SHARED READING

BY MARY GREENING AND JEAN SPENCELEY

Shared Reading is a simple technique for encouraging reading development. It is essentially a modelling process which consists of partner and child reading aloud together from a book of the child's choice. The partner pays no attention to the child's mistakes and continues reading with the child, even when the child can manage only a few words of the text.

The Advantages of Using Shared Reading

(a) Shared Reading has been found to be a successful technique for home reading because it is supportive to the child and easy for the parent to operate. It takes the stress out of the situation because neither child nor parent experience failure and both can derive interest and pleasure from the activity.

(b) Children learn practical and social skills through their participation in family life; Shared Reading should be viewed as one of many activities which parents and children enjoy together. Many parents have found that Shared Reading provides an emotionally rewarding experience which fosters closer relationships.

(c) Shared Reading must not be seen as a substitute for parents reading to their children. Rather, it is a transitional stage between hearing a story read aloud and becoming a fluent independent reader. Shared Reading is a technique which can be used whenever children find the text too difficult to manage on their own, whether this is at the beginning stages of reading or later.

(d) When taking part in Shared Reading, the parent, with the child, provides an instant and effective model. The child's attention is focussed on the printed word by active participation in the reading activity. The significance of phonic cues and punctuation marks is learnt in a natural way. Also, the child acquires the habit of reading for meaning, becoming familiar with the stresses and rhythms of the written word and using context cues effectively.

(e) Shared Reading provides children with the opportunity to read any books they choose, even those which they might otherwise find too hard. This freedom of choice is in itself highly motivating and enriches children's reading experience by enabling them to tackle reading material centred on their own interests rather than that which is dictated by their own independent reading level.

(f) Children's reading levels have been raised as a result of involvement in Shared Reading projects. More importantly, attitudes to books have improved, and motivation to read has increased. This positive response to reading has, with many children, generalised to an improved attitude to school, and to work expected of them in class.

(g) This simple method of enabling parents to contribute to their children's learning has been developed in Cleveland County, where many successful projects have been undertaken. Class teachers are finding that Shared Reading projects are simple to organise as they require little professional time spent in initial training sessions, and subsequent monitoring is kept to a minimum.

Shared Reading in an Infant School

One of the most exciting aspects in the development of Shared Reading has been the introduction of the method into Infant Schools. The initial infant school project was undertaken because Shared Reading was felt to be appropriate for children who were beginning readers as well as being of value to older children.

The Infant School project was undertaken with ten children whose chronological ages ranged from 5.03 to 7.0 years. This was a mixed ability group. The findings were evaluated under three headings:

1. Reading Gains Made

   The children were given the Salford Sentence Reading test before and after the project. Although it is not usual to administer reading tests to such young children an exception was made in this case to ensure objective evaluation of the project.

   Only five of the ten children scored on the pre-project test, while eight scored on the post-project test. Of the five children whose reading ages could be measured before the project, two made reading gains of 11 months, two made gains of 10 months, while one made a gain of 5 months. These gains were made over a period of five weeks.

2. Changes in the Reading Strategies of Children

   The main difference noted was that in the five week period, all the children began to use context and picture cues. An example of this was provided by the children's reading behaviour on the Salford test. When the pre-project test was done, all the children read it word by word. After the five week period of the project, they read expecting the sentence to make sense. It was hypothesised that the Shared Reading experience had enabled these young children to acquire the habit of reading for meaning.

3. Response of the Parents

After the five week period, the mothers were asked to a meeting to talk with the teachers and each other about their reactions to the Shared Reading project. Eight of the ten mothers participating in the project were able to attend the meeting. All reported closer relationships with their children. All felt that free choice of books was very important for the children, and that this factor had been influential in giving the children a more positive attitude towards books.

All found Shared Reading from books of the child's own choice to be a more interesting and enjoyable way for them to help in their child's reading development. The eight mothers at the follow-up meeting all wished to continue doing Shared Reading with their children after the formal project ended. The two mothers who were unable to attend the follow-up meeting were later contacted individually. They also expressed the wish to continue to read with their children using the Shared Reading method.

As a result of these findings, the headteacher and her staff have extended the Shared Reading Project to include other children in the school. This term 28 children are taking books home to read with their parents. (They include the 10 children who participated in the pilot project and who are continuing to read with their parents at home.) Eight children are doing Shared Reading with volunteer helpers in school. Permission has been obtained from their parents for this help to be given in school time.

What has been learnt from the Infant School Project

1. It has demonstrated the flexibility and applicability of the Shared Reading method to different ages of children and to different stages in reading development.

2. It has proved that the Shared Reading Method can be successfully used with beginning readers.

3. It has shown that Shared Reading is of value not only as a remedial technique but also as an aspect of a schools' normal policy for the teaching of reading.

4. The effectiveness of Shared Reading in influencing and developing the reading strategies of beginning readers has been demonstrated. These young children began to acquire the habit of using context cues and reading for meaning. They also developed a more positive attitude towards books.

These findings have confirmed our hypothesis that the Shared Reading Method is suitable for use with young children or with children who do not already have some reading skills. Shared Reading can in practice be used extensively throughout the Primary age range and is being used in this way throughout Cleveland County.

Anyone requiring further information may contact:- Mary Greening, County Psychological Service, 5 Turner Street, Redcar, Cleveland TS10 1AY. Tel (0642) 485610.

Shared Reading Video Tape and Manual is available from the Education Development Centre, Old Northgate School, Wilton Lane, Guisborough, Cleveland TS14 6JA. Tel (0287) 32572.

PAIRED READING IN A SOCIAL SERVICES DAY NURSERY

by Min O'Hara

This paper is intended to demonstrate the flexible usage of Paired Reading, and as such the title is a little misleading. The author, as part of Oldham's Paired Reading Project, took a Paired Reading Video into one of the L.E.A's large day nurseries and demonstrated the techniques to the staff. It was his intention to provide them with a technique to use with the older pre-school children as a means of orientating them towards books and reading materials.

The large Day Nursery, based in the centre of an extensive area of social deprivation, serves families from all over the Borough. It is changing its role to that of a Family Centre, and the large child-care staff of 20 have had contact in the last year with 80 different families. These include Drop-In, Play Groups, Nursery and Family Groups, and take place in the nursery and at the families' homes.

OUTCOME OF INITIAL DEMONSTRATION

(1) Use of Purist Paired Reading

A number of the individual staff members decided that they would use the techniques with the parents of some of the older children. They were particularly attracted to the rewarding experience of Paired Reading and the ease of teaching the technique. Many of the parents find it very difficult to support their children educationally, because of their own unsucessful school experiences, their own poor parental models, low self-esteem, or a sense of awe towards the staff. The staff now regularly use paired reading as a system to help parents develop rewarding listening and book-orientating skills in their children.

(2) Use of Paired Reading Teaching Model

One member of staff on a training course was attracted to the Paired Reading Teaching Model and elected to use it as part of a Staff Training Programme (see Appendix).

Programme of Intervention

(1) Meeting with all staff

The psychologist and staff member met with all her colleagues to discuss the concept of a teaching video using the Paired Reading model. They all agreed that there were numerous advantages in such a video, viz.

(a) It is extremely difficult to verbally explain parenting skills to many of the mothers who attend the Centre (for reasons outlined above).

(b) Parents often see staff as highly skilled, extremely competent "experts" and find the gap between themselves and staff too great to bridge.

(c) Most commercially produced videos and films show apparently competent professionals and suprisingly compliant children (seemingly divorced from reality).

(d) Staff felt that it could provide parents with an opportunity to talk and discuss activities, including the "mistakes" made by staff on the video.

(2) Tasks Set

In the meeting all the staff were enthusiastic about the project, and were divided into pairs to decide which activities to illustrate for each age group: 0-1 yr, 1-2 yrs, 2-3 yrs, 3-4 yrs.

(3) Producing the video

The staff decided to illustrate the following activities: Jig-saw completion, cake making, colour matching, building with Duplo blocks, water-play, bathing a baby, child self-feeding and story-time.

There were numerous flaws in each of the demonstrations on the video, but these serve to bridge the gap between professionals and parents in a Parents and Partners model. The baby screams throughout his bath (not intentionally but very realistically), and the staff felt these features brought a much needed release of humour into their very serious skill-training with parents.

(4) Use of Materials

The materials were used by all the staff with a number of different mothers and it was found to be useful at a variety of levels.

(a) Skills being taught were being generalised to the home in a way that had not occurred before with that particular parent.

(b) A wealth of discussion opened up about child rearing practices, in a way no other intervention stimulated.

(c) A much closer and productive relationship was allowed to develop with the parents.

(5) Evaluation

No formal evaluation was carried out other than noting that the original video is still being used as a teaching aid.

Appendix

PAIRED READING TEACHING MODEL

This is based on the theory of "Errorless Learning" - rather than the traditional "Trial and Error Learning" employed in most teaching situations. It is presented as a "Behavioural Teaching Model" to parents in order to avoid any confusion, and in this way any problems of communication can be avoided.

It is presented in 3 different levels.

OBJECTIVES	THEORY	
Present an example of the skills to be learned.	MODEL Level 1	Video film (or role play) watched by parents and children. Some explanation by tutor and discussion.
Parent/child to be able to replicate the skills shown on the video	IMITATION Level 2	Role play of presented skills by parent and child. "Shaped-up" by teacher/tutors to an acceptable level. Here some idiosyncratic variation may be introduced.
Maintain regular reading practice. Feedback to school. Generalise to other "free reading" exercises.	PRACTICE Level 3	Practice of above skills at home at least 10 mins per day. Find the most comfortable situation for the family. Involve other family members. Teacher home visits to reinforce family involvement.

MANIPULATING THE COMPONENTS OF PAIRED READING

by Mick Pitchford

It is already apparent from the literature available that Paired Reading can be used successfully across a wide age range (eg Topping and McKnight 1984) with children who will inevitably vary widely in their level of reading skills. Increasingly, workers in this field are considering how Parental Involvement in Reading can be used to improve specific reading skills, a good example of this type of work being Glynn's (1981) study of his Pause, Prompt and Praise Method which resulted in improvements in children's skill at self correcting errors. The process of identifying how Paired Reading can be modified and developed is simplified if it is first placed in the wider context of reading instruction as a whole, and the features it has in common with other methods are identified.
This paper is a speculative paper with the object of establishing what components Paired Reading shares with other instructional methods, in order to enable a cross fertilisation of techniques from one to the other with the aim of accelerating progress in reading. The instructional methods with which Paired Reading has most in common can be listed as follows:

(1) Precision Teaching
(2) Peer Tutoring
(3) Direct Instruction

The components which all of these methods share are as follows:

(1) A Tutor
(2) Texts/Materials
(3) Practice
(4) Correction procedures
(5) Reinforcement procedures

Thus in Paired Reading the tutor is the parents, the texts are selected by the child, the child practises reading daily for 10-15 minutes, the parent uses a simple correction procedure and the parent is coached in using verbal praise when their child reads. The objection may be raised that since Paired Reading works so well, why bother with any alterations to its basic form? This question can best be answered by considering a hypothetical example of a 9 year old child with a reading age of 6.0. For such a child a 6 month gain in reading age as a result of Paired Reading is only going to go a small way to meeting this child's needs, and therefore consideration needs to be given to introducing developments with the aim of continuously accelerating the child's rate of progress.

The various forms of reading instruction and what they have to offer Paired Reading are considered below.

PRECISION TEACHING

Reeve and Solity (1984) have demonstrated how parents can be taught the techniques involved in Precision Teaching. The main attraction of Precision Teaching is as an adjunct to Paired Reading so that for example preceding or following 10 - 15 minutes of Paired Reading the child would be taught to accuracy and fluency on high utility words for about 5 minutes daily. The implications for each component of Paired Reading is considered below.

Tutor: As in Paired Reading parents would be used, as with Paired Reading the child benefits from a 1:1 Tutor/Pupil ratio. Parents require training in the following techniques.

(a) Using a Model/Lead/Test correction procedure.
(b) Daily recording using accuracy and fluency charts.

Texts/Materials: Although children could select their own books the greatest gains would probably be made if the texts and supplementary materials complement each other in some way. For example, reading scheme books could be used with probe sheets being supplied that either review or teach reading scheme key words.

Practice: In Paired Reading, where the children select their own books, the practice they receive can be considered "ad hoc", as without control over the materials we have no way of knowing what skills are being practised. By using Precision Teaching we have far more control over the nature of the practice that is occurring. There are three main ways practice can be used in this context.

(a) Massed Practice: That is where the new words are practised using a Precision Teaching approach until the criterion of mastery is reached.
(b) Review Practice: That is where previously mastered words are reviewed at intervals using Precision Teaching to ensure they are not forgotten.
(c) Adaptive Practice: That is where the tutor makes a note or underlines error words during reading and these are then taught using a Precision Teaching approach.

Correction Procedure: As already noted parents need to be taught a Model/Lead/Test correction procedure. As this procedure is very similar

to the procedure used in Paired Reading it is very simple to teach to parents who have already mastered Paired Reading since they already possess important entry skills.

Reinforcement: Three types of reinforcement can be used in Precision Teaching.

(a) verbal praise for correct responses
(b) knowledge of results when daily records are completed
(c) reward for reaching criteria of acceptable performance or mastery.

PEER TUTORING

Although parents are a widespread resource there are limits to their availability. For example, in the East Leeds Paired Reading projects of 1983-4 involving 17 First, Middle and Junior schools and 305 children, the "take-up" rate (ie the proportion of children whose parents were invited to take part and took up this invitation) was 82% and the "drop out" rate 6%, giving a "completion rate" of 76%. Whilst steps can be made to maximise "take up" rates and minimise "drop out" rates (and it is important to note that 4 East Leeds schools succeeded in obtaining 100% "take up" and "completion" rates), this problem will inevitably remain to some extent. In contrast to parents, peers are universally available, a captive audience and the obvious first choice for providing tutors to those children whose parents cannot take part in Paired Reading. Winter and Low (1984) used Peer Tutors in a Paired Reading context for precisely this reason. Winter and Low's short but excellent account is recommended to anyone considering a peer tutored Paired Reading project. The implications of Peer Tutoring for the components of Paired Reading are considered below.

Tutor: Peer Tutors require training in the same methods used by parents and it is simpler to monitor and shape up their use of these techniques than it is to monitor parents. There is some evidence that children prefer peer tutor Paired Reading to Paired Reading where parents or teachers are used. In addition tutors as well as tutees can be expected to make accelerated progress, so pre and post treatment measures should be used with tutors as well as tutees (Winter and Low 1984).

Texts/Materials: The main requirement here is that the texts used should be such that the tutor can cope with the level of reading difficulty. This is most easily accomplished by using reading scheme books.

Practice: Because Paired Reading in a Peer Tutored context is occurring within school it is much easier for teachers to monitor what is going on and provide extra practice if required. Thus teachers could periodically

test children's mastery of reading scheme key words using criterion referenced tests so that tutors can be provided with extra practice materials to use. Alternatively tutors can be instructed to underline error words so that teachers can undertake an error analysis and provide appropriate instruction.

Correction procedures: These remain unchanged.

Reinforcement Procedures: Tutors need coaching in the use of verbal praise in the same way that parents are taught to use these methods. Winter and Low (op cit) report "excellent" attendance at tutoring sessions. However, schools may need to consider the use of simple contracts and rewards to maximise the motivation of the children involved.

DIRECT INSTRUCTION

Of the various forms of reading instruction discussed, Direct Instruction is the most sophisticated, particularly with regard to the way reading tasks (eg decoding, blending, passage reading) are scheduled and examples sequenced. A summary of the sorts of techniques involved is beyond the scope of this paper, but the theoretical foundations of Direct Instruction can be found in Engelmann and Carnine (1982), and a very full account of how these techniques are applied to reading can be found in Carnine and Silbert (1979). Direct Instruction has much to offer Paired Reading in two main areas, firstly the use of sophisticated correction procedures and secondly the use of commercial programmes such as Corrective Reading (Engelman et al, 1978) which uses teacher led procedures similar to Paired Reading in a classroom setting but to a very high level of sophistication.

We have already seen that in Paired Reading a very simple correction procedure is used (when the child makes an error the parent models the correct response and then tests the child by getting the child to repeat the response.) When children make errors these errors can be thought of as a "signal" that the child requires further instruction. In this respect correction procedures have a dual purpose since in correcting an error we should also design the correction procedure so that it provides instruction. In Paired Reading a very simple correction procedure is used that provides instruction in a "look and say" approach.

However, there is evidence (Carnine and Silbert, 1979) that correction procedures that emphasise the use of phonic decoding and blending strategies are more effective in ensuring retention of previously mastered words than a simple "look and say" approach. However, before parents can be trained to use these approaches the materials used need to be phonics based and parents also need instruction in discriminating between phonically regular and irregular words. Correction procedures can also be used to correct errors and provide instruction in oral comprehension exercises. These correction procedures could range from relatively simple correction procedures where, in response to an error in literal comprehension, the child is required to re-read the relevant section with the tutor and then answer the questions with prompts, to more complex ones which require the child to demonstrate understanding of inferential comprehension skills,use of pronouns, précis skills, and so on. Appropriate correction procedures for a wide range of reading tasks can be found in Carnine and Silbert,(1979.)

Generating a Paired Reading Project

It is clear that the preceding discussion is largely speculative, but there is plenty of evidence to show that the techniques discussed do "work" (see Bloom (1984) for a discussion of the "Follow Through" evaluation of Direct Instruction techniques). What is now required is the evaluation of Paired Reading projects which specifically test out the efficiency of various forms of Paired Reading. Below is a framework which may be useful in planning for and structuring Paired Reading projects.

(1) Specify reading skills to be developed via Paired Reading and select pre and post treatment measures.
(2) Select appropriate texts and materials and provide supplementary materials if required.
(3) Script appropriate correction procedures.
(4) Decide on appropriate schedules of reinforcement.
(5) Decide what sort of practice is to be provided.
(6) Train and monitor tutors.
(7) Evaluate and modify any subsequent projects in the light of this evaluation.

Conclusion

Over and above the undoubted benefits for children of Paired Reading it also has great potential as a form of "action in-service training". We have already seen that although Paired Reading is relatively "low tech", it does share certain components in common with such "high tech" reading instruction methods as Direct Instruction or Precision Teaching. Running a Paired Reading project helps develop entry skills that make the mastery of these more sophisticated instruction methods both easier and also more acceptable to professionals who might otherwise reject these methods either on theoretical or practical grounds. Therefore by running Paired Reading projects over successive years professional skills can be "topped up" over time and the implications for within school instruction examined.

The main implication for schools concerning reading instruction is simply how effective 1 : 1 tutoring on a large scale is when parents and peers are involved. In point of fact Peer Tutoring in general holds out great but so far neglected potential for schools in reading and other subject areas. Harrison, Reay and Gottfreddson (1983) give a clear account of how Peer Tutoring along with carefully structured teaching techniques and materials and parental involvement can lead to substantially accelerated progress in reading. Clearly Paired Reading and particularly Peer Tutored Paired Reading are important first steps in developing these sorts of techniques in British schools on a wide scale.

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PAIRED READING PROJECTS WITH ASIAN FAMILIES AT FREEHOLD COMMUNITY SCHOOL

by Mike Welsh and Mick Roffe

The School

Of the children attending Freehold Community Primary, 87% are from Asian families. Although nearly all the children entering the Primary are British, language development in English will be a significant priority for the school for some years to come. The Community School attempts to value the best aspects of all the cultures present in the neighbourhood, and bi-lingualism is encouraged as part of this approach.

The Project

Involving parents in the education of their children is one of the main elements of the ommunity School. With language development a priority, we had made various interventions already, e.g. pre-school playgroups, reading workshops, toy and book libraries. We were then approached by the Senior Educational Psychologist in Oldham, after a number of discussions, with a view to undertaking a Paired Reading project.

The ideas contained within such a project certainly appealed - involving parents in a 'safe' reinforcing role with simple but useful techniques in assisting their child. It seemed to tie in with our approach and philosophy well. There was however a major stumbling block - the fact that few of our parents had the language capability to 'pair' with their child. (Our parents have many other skills and gifts - some of which we attempt to use for the benefit of our children in the classroom.) However this did not prove to be an insurmountable hurdle. The crucial factor was the involvement of siblings and surrogates.

Who and What

We decided that our priority group was our 4th Year juniors prior to transfer, so we aimed the project at this age range. Testing was then undertaken. The criteria for selection was a deficit in reading age of one year below chronological age, although this was later modified to increase numbers.

A video illustrating the paired reading techniques was made in school. Class and home-school liaison teachers then embarked upon a programme of home visits.

These visits explained the project and the parents were consulted over finding a suitable 'tutor' for their child. In some cases, the mother or father themselves took on this role, although in many cases, a peer or surrogate was decided upon. This was invariably because the parents did not read English. An interpreter was used as necessary, as it was felt that information about the project was important even if parents were not directly involved. We tried - reasonably successfully - to avoid children being stigmatised, and the project was not seen by either parents or children as purely for poor readers. This we felt was important, as motivation was a key element to potential success.

If a parent was unable to participate, as was the case in 17 out of the total group of 22, enquiries were made at home regarding the availability of an older brother or sister. This provided a further 6 'pairs'. This left some 11 children. The need was for non-teaching adults, and so we cast the net around our neighbourhood. Eleven surrogates were recruited fairly easily. These ranged from ancillary staff to students and volunteers from parents and residents. It was made clear that reliability was vital.

Meetings were set up, the video shown and techniques practised. The total group was split into two,with an initial group participating and the second a control group. After six weeks the second group began participating - again for a six week period.

Evaluation

The project did not show tremendous improvements in the test scores of reading ability. This could partially be explained by relevant criticism of the chosen test (Neale Analysis). We felt this did not provide a sensitive enough approach or material to effectively measure the improvements that had been made. The major constraint on improvement was the relatively short time span involved - a maximum of six weeks with a two week break.

In our professional judgement however, it was an unqualified success. The children involved gained a great deal of pleasure and interest in reading. They undoubtedly wanted to please and enjoyed the experience. These were key factors in providing the right climate to enable improvements in reading ability to take place.

It was quite clear from this project that:

a term should be the minimum timespan.

we should provide this experience for all Top Infants. This would provide the school with a direct spin off from such improvements, and an early intervention.

Owing to the fact that few parents were able to provide the language capability necessary to the project, non-teaching adults played a significant role. The relationships were on a one to one basis, and although the use of a surrogate does not provide the spin off of parental involvement, it does have a beneficial effect in providing a motivational 'climate'. The surrogates in our project gained considerable insight from it, and this has led in some cases to further involvement. The number of surrogates available depends largely upon the school's willingness to reach out to non-teaching adults and to see these as a potential resource - a factor certainly within the scope of the professional teacher.

It was our conclusion that Paired Reading was appropriate for our school, providing:

a) that siblings/surrogates are available to pair in those situations where parents cannot.
b) that cultural factors are taken into account when both the home visits and the timing of meetings are considered.
c) there is a willingness on behalf of the school to enhance the involvement of the parent/surrogate if they desire this.
d) a wide range of reading material is made available through 'banding' of the library.

Post Script

Markedly better test results have subsequently been demonstrated by the 3rd year infants using Daniels and Diack tests, again with a large use of surrogates. The project now lasts at least one term for each 'pair'. 'Paired' Reading is now a regular feature of our language policy.

PAIRED READING WITH ASIAN FAMILIES:

STAGES OF A TYPICAL PAIRED READING PROJECT

1. Problem Clarification

Which children are going to be selected for the Paired Reading project?

a) Every child of a certain age range?
b) Selected target children, criteria being:

   i) reading score
   ii) known capability within the family to read English.

How do you explain the Paired Reading project to the family?

a) Practical
   (i) Letters home, including translation
   (ii) Home visiting - appropiate time of day.
   (iii) Use of Interpreter.

b) Possible cultural differences in attitudes.

   (i) male - female relationships, (e.g. people who visit the home and discuss the project).
   (ii) teaching methods (e.g. compared to the Mosque)
   (iii) reward and punishment in learning
   (iv) role of parents in education.

2. Implementing the project

Teaching the Paired Reading techniques: how will you organise group meetings at school?

Timing
Use of an interpreter
Involvement of other members of the family where sibling or surrogate acts as tutor.
How will the daily Paired Reading sessions be monitored?
Recording
Co-ordination
Selection of appropriate books
Maintaining contact with the "tutor" and the family.

3. Evaluation

a) use of reading age scores.
b) child's rate of progress through reading scheme
c) possible measurements of progress in child's use and understanding of English.

Note: It was found to be very helpful to broadly 'band' the fiction library.

Parent, Peer and Cross-Age Tutors at Royds Hall High School

by Lyn Free, Cath Harris, John Martin, Steve Morris and Keith Topping.

In the Spring of 1984, the Compensatory Department at Royds Hall High School ran a Paired Reading Project using parents as tutors. The school has about 850 pupils, of whom approximately 17% are from ethnic minority groups, and serves an urban and suburban area which has pockets of severe socio-economic disadvantage balanced by some more advantaged neighbourhoods. A group training meeting was held for parents and children, and subsequent monitoring was by diary sheets and home visiting. Two thirds of the children were from the first year, and the rest from the next 2 years. Sixteen children participated fully, and the project ran for 7 weeks.

Unfortunately, the home visiting and follow-up was affected by industrial action. The test results obtained were encouraging for the first years, but rather erratic and disappointing for the older pupils. The first years as a group made 5½ times 'normal' gains on the Schonell Word Recognition test, 3 times 'normal' gains on Neale Accuracy and 3 times 'normal' gains on Neale Comprehension. The subjective feedback from the children was very positive, and 9 of them wished to continue doing Paired Reading. Baseline results on the Schonell test were available for the first year children for September and November prior to the launch of the project in February the next year. During the 'baseline' period, the children were already improving at nearly twice "normal" rates, but during the project this increased dramatically. Project rates of gain were nearly three times pre-project rates of gain, which were themselves nearly twice normal.

In the Spring of 1985, it was hoped to repeat the Project, but industrial action again threatened to disrupt any project which took place out of school hours. A peer tutor scheme using a variant of P.R. was therefore instituted, in which more able members of the Compensatory Department tutored less able members. The pupils chosen as readers were 15 first years, 4 second years and 5 third years - all with a reading age of less than 10 years. All the tutors were from the same year group as the tutors and had a reading age of more than 10. Where possible, boy was paired with boy and girl with girl. The more able tutees were paired with the more able tutors where possible.

The reading took place in the last 20 minutes of each of the 5 double periods of English in the week. Time of day, duration of session and physical location were thus predetermined and time-tabled, which could have robbed the P.R. process of much of its "democratic" flavour. The reading was "supervised" by teachers from the Compensatory Dept and form teachers. A collection of previously unused books was made and given a special place and status.

At the first meeting under this arrangement, readers and tutors were briefed in two separate classrooms. The tutors were urged to show interest, praise frequently and record positive comments on the diary sheet. The tutors were not trained in the Reading Together aspect of Paired Reading, as it was felt that a simpler procedure was worth trying in view of the already complex organisational arrangements. When tutees made errors, the tutors were merely to supply the word immediately and without fuss, and the reader had to repeat the word correctly, and then continue unaided. The tutees were only briefed about the prompting and recording procedures.

Once a week ordinary lesson time finished 10 minutes earlier so tutors and tutees could meet (separately) to discuss progress and problems. Both readers and tutors were enthusiastic at these review sessions, and regularly reported improvements in accuracy and fluency. The compensatory department teachers reported back to the children observations about improvements they had noticed in general classwork.

At the daily sessions, the teachers were constantly giving praise, showing interest in books and diary sheets, and so on. Another novel feature of this project was that the children were encouraged to take project books home each night and read for a further 10 minutes, either silently to themselves or to a parent. The parents were given no specific guidance about how to listen, but the children may have instructed them. Reading at home could also be diaried. At the review meetings in school, many children (especially first years) referred to the degree of parental interest being shown at home.

The library corner always had a pupil keeping it tidy and attractive. If a tutor or reader was away, temporary alternative pairings were set up. Likewise, if a book was left at home, a new book was temporarily loaned (usually a very short one). The project ran for only 5 weeks, from the half-term holiday to the Easter holiday. A final review meeting was held, and the pupils were told of their improvement. They were extremely pleased with themselves, and this was heightened when both readers and tutors each received an Easter egg as a token of the teachers' appreciation of their efforts.

Interesting comments were made by some of the tutees at the final meeting:- "You feel more confident with people your age - they don't shout at you" and "This is better because you're not made to have a go at working the word out". All the tutees thought the experience of benefit. The tutors made solemn teacher-like comments on their tutees - "Much improved" but "Could do better" - and some remarks showed considerable insight into the faulty learning style of the tutee. All the tutors felt the project had been helpful to the tutees, and 13 out of 15 felt it has also been helpful for the tutors. Half of the tutors felt the project had gone on too long (4 weeks would be better), but all would be willing to be a "tutor" again the following year.

Test results were available on the Schonell Word Recognition test only pre - and post - project for all children. For the first years (n = 14 with full data), a ratio gain of 2.7 x "normal" rates of progress was recorded during the project, compared to gains in the pre-project baseline period of 1.65 x "normal" rates. Thus the pattern from the parental project of gains already higher than normal being boosted even higher during the project again emerged, although the gains for the peer tutor project were not so great as for the parental project. Another interesting feature is that for both projects Schonell gains between September and November have been high, with some levelling out between November and February, followed by a further marked boost during the project.

In view of the fact that the peer tutor project was very brief and did not use the full version of Paired Reading, it is perhaps unsurprising that gains were not so good as in the parental project. Ratio gains of nearly 3 x "normal" progress with "remedial" children are hardly grounds for disappointment however, particularly as the Schonell test is by its very nature unlikely to be sensitive to the kinds of developments in reading skills which Paired Reading aims to foster.

Also encouraging was the reaction of the 9 second and third years to the peer tutor project. Ratio gains of 2½ x 'normal' were demonstrated by these children also during the project, and this is in sharp contrast to the findings in the parental project, where the older pupils did badly. Indeed, during the peer tutor project, third year pupils did better than second year pupils, at least so far as test results were concerned. Furthermore, the second and third year pupils had not been progressing at anything like "normal" rates in a 6 months pre-project "baseline" period, in marked contrast to the first years. The second and third year pupils' mean ratio gain for the 6 months prior to the start of the project was only 0.4, whereas during the project it was 2.4. Thus the older pupils actually made more spectacular gains <u>compared to baseline</u> than the first year pupils.

It was a pity that time was not available to carry out pre - and post - project testing with the tutors as well as the tutees, since there is evidence that in such projects the tutors may gain as much as the tutees (e.g. Winter & Low, 1984). However, merely from the point of view of the tutees, these results are a demonstration of the power of peer tutoring. Whether they say much about the effects of the particular variant of Paired Reading used in the project is rather more debatable.

The next project on the stocks is a cross-age tutor scheme planned for the second half of the summer term 1985. A pool of "labour" should be available in that many fifth form pupils on the brink of leaving school may have spare time on their hands. It is intended to deploy volunteer fifth formers as tutors for pupils lower down the school in the Compensatory Department. Again, a very brief project is envisaged. Peer or cross-age tutoring during school time may prove an attractive option during the summer months, when a parentally-based scheme could founder owing to the enticements of the great outdoors. It is hoped to pre - and post - test using the Neale Analysis of Reading which may be more sensitive despite its eccentricities. For the results - watch this space!

Reference:

Winter, S. & Low, A. (1984)
The Rossmere Peer Tutor Project
Behavioural Approaches with Children 8, 2, 62-5

THE COWLERSLEY JUNIOR SCHOOL PAIRED READING PROJECT

BY BRIAN FAWCETT

Cowlersley Junior School is situated in Kirklees about three miles to the west of Huddersfield. The school site is high above the once prosperous Colne Valley and is surrounded by modest terraced private housing on one side and council houses on the other. The school is in an educational priority area.

The Pilot Paired Reading Project

The first paired reading project was set up in the Autumn of 1984. We set up an initial project with a small group of nine children who had reading difficulties. All the children showed improvements in their reading standards after the eight weeks of paired reading. In addition to this there were four other important benefits.

(i) Eight of the children found it easier to find suitable books than before the start of the project. This was probably because the staff made a positive effort to make books more available. Also, the children had gained in confidence and were therefore asking their teachers for help in finding books on particular interest areas.

(ii) All nine children enjoyed paired reading, and with that enjoyment came the desirable intrinsic motivation.

(iii) Eight of the children enjoyed using a diary record sheet. This was probably because the children were being praised by their parents. The praise was then reinforced by the class teacher at the end of the week when the child brought the record sheet into school. In addition, the record sheet provided a valuable link between parent, child and teacher.

(iv) All the children wanted to continue with paired reading after the expiry of the eight week project.

The 1985 Paired Reading Project

Owing to the success of the 1984 paired reading project, I decided to offer paired reading to <u>all</u> first year junior school children and their parents, on a totally mixed ability basis.

The first of the parents' meetings took place at school in mid January, when the technique of paired reading was fully explained. The parents were shown the encouraging results of our first project. Paired reading was demonstrated to the parents and children by a mother and daughter who had taken part in the initial experiment.

All the first year children were tested for reading accuracy prior to the parents' meeting using the Neale Test C. I would have liked to have tested for comprehension, but unfortunately time was not available.

Eleven children took up the paired reading and regularly brought in their paired reading record sheet for me to sign. In order to compare the progress of the eleven paired readers, a further eleven of the remaining first year children were chosen at random to form a comparison group. It must be stressed, however, that this second group cannot be called a true experimental control group because all the first year children had the option of taking up the paired reading, and this comparison group had chosen not to do it. Teachers who wish to monitor the effectiveness of paired reading more "scientifically" randomly divide the year group into two and offer paired reading to only one of the groups. If this is done, a truly experimental study can be done in the Autumn Term, and the "control group" could then be invited to do paired reading in the Spring Term. Feedback from parents suggests that paired reading is best attempted in the winter months, not during the (hopefully) long hot summer months.

The Cowlersley paired reading project differed from other published projects in that I did not offer to visit homes during the project. Instead, I invited parents into school if they had any problems. There is no doubt in my mind though that results would have been better had I made the home visits. The paired reading project lasted for eight weeks and none of the eleven children dropped out. During the last week I re-tested the two groups using the same reading test, and then invited the parents back into school to discuss the results and explain how they could continue to help their children with their reading development (ie continue with paired reading, start reading 'mini-help', start reading silently or reading solo).

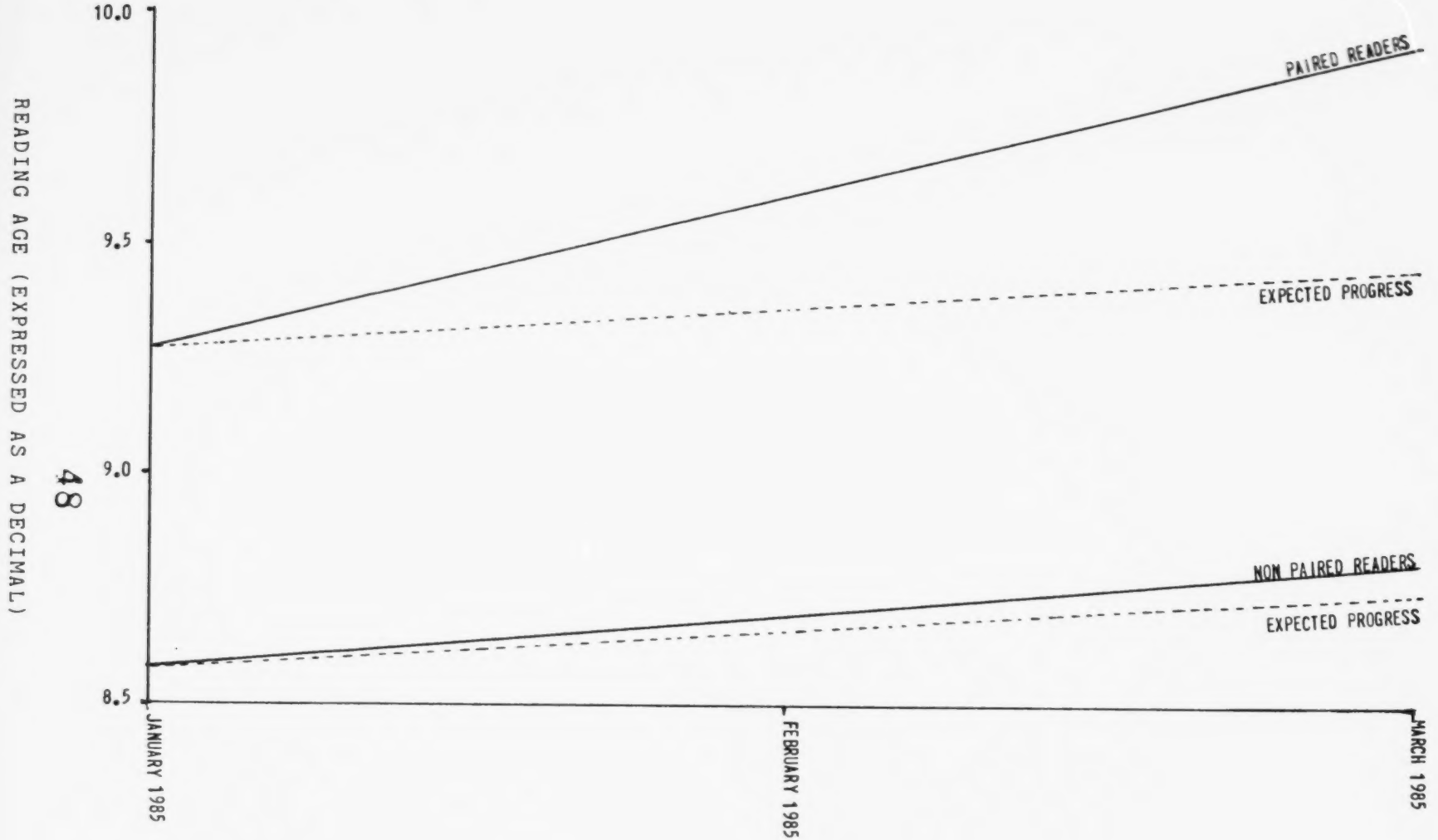
The results are shown in Table 1 and Figure 1.

Table 1. Reading Progress in the 1985 Project

	PRE-PROJECT			POST-PROJECT			SHIFT	
	Chron Age	Reading Age	Quotient	Chron Age	Reading Age	Quotient	Reading Age	Quotient
Paired Readers	7.92	9.27	117	8.08	9.94	123	+0.67	+6.09
Non-Paired Readers	7.81	8.57	110	7.98	8.81	111	+0.24	+0.64

(All ages in years; reading quotients derived by dividing RA by CA . The projectlasted 8 weeks, ie 0·15 year)

FIGURE 1: Improvement in Reading Accuracy



Findings

When subject to statistical analysis it was found that the eleven children who took part in the paired reading project had significantly improved in accuracy, whereas there was no significant improvement in the comparison group (the results were subjected to a one tail t-test). The results would probably have been better if the children's comprehension had been tested.

Other noticeable benefits of the paired reading project, though not measured, were:

(i) an improvement in the relationship between home and school;

(ii) that many parents (40% in the Cowlersley project) were willing and able to help their children;

(iii) parents became more patient with their children;

(iv) parents and children discovered common interests;

(v) children who took part in the project gained in confidence, and were better behaved and keener at school;

(vi) reading books became a pleasure rather than a chore associated with school.

Conclusion

What has emerged from the Cowlersley Junior School paired reading project is that parents can be an invaluable resource in the teaching of reading if only they are systematically involved. Paired reading does not eliminate language teaching in schools, it simply frees teachers from the necessity to regularly hear children read, leaving teachers more time for the more technical aspects of their professional work.

(This article is a condensed version of a longer study which was submitted as part of a Batchelor of Education Honours Degree.)

PAIRED READING AT COLNE VALLEY HIGH SCHOOL

By Stella Cawood & Andy Lee

Paired reading is a relatively recent development in dealing with children who have difficulty in learning to read. The technique is fairly simple but attempts a great deal at once. Earlier studies have shown that children involved in P.R. make considerable gains in reading ability.

The emphasis in P.R. is upon security for the reader, praise and encouragement, and achievement. Through P.R., a learner has the support to tackle any text chosen with the knowledge that it may be challenging but not fruitless and frustrating.

At Colne Valley High School we decided to use sixth formers who had expressed an interest in working as tutors with slow learners. Twenty-two tutor-tutee pairs were drawn up and there were given an initial training session.

For the following twelve weeks the pairs met between three and four times a week. They usually read for more than the recommended five minutes at a time. The pairs kept record books which were monitored by the Head of the Remedial Department.

Organisation of the Project

The sixth formers were recruited during a VIth Form assembly where the nature of the project, type of learners involved and the amount of commitment needed was explained. The main determinate of the project was the availability of pairs in school time. The tutors were available at assembly times (20 minutes in the mornings) and their private study lessons. The learners were available at assembly times, and certain subject teachers allowed them to miss parts of lessons (Music, English and the Remedial Department).

P.R. usually requires short daily sessions. We were unable to do this. Most pairs could meet three times a week and some for four, but sessions were much longer than usual - up to 30 minutes. This was decided by the learners, who would stop when they had had enough.

The pairs were introduced and trained at a meeting lead by Keith Topping. Video tapes of the technique were shown and the technique was practised.

Each pair had a record book which was kept by the learner, maintained by the tutor and dropped off in a box once a week for comments by staff. This record became very significant for some learners and was an important part of the support for the scheme. The books recorded the time spent, the book being read and a positive comment from tutors and teachers. Some of the tutors opted for a General Studies session where they could

meet and discuss their progress and fit in another P.R. session. The number of pairs who regularly failed to meet was very small, only one or two. One or two learners were difficult,either to find at the right time or in their behaviour. One or two of the tutors were bad attenders, but their learners were often seen by other tutors.

The places where the pairs met caused a problem. Ideally it should have been somewhere quiet, private and near the books. This could not be achieved all the time although it was not a serious drawback. The books used were mostly those in the remedial department collection. One of the few criticisms raised by the learners was that the selection was not good enough. Previously we had been struggling to get them to read them and now they were evaluating them! Free access was given to the books which were simply signed out by the learners.

The demands on teacher time were highest at the beginning, setting up the project, arranging timetables and visiting pairsto see how they were getting on. Setting up the project took about 12 hours work. This included recruitment, timetabling, meeting tutors and learners, seeing subject and form teachers. In the first two weeks about 30 minutes a day was spent checking that pairs had met successfully. The assessment of learners took about 12 hours in total. The normal day to day running of the project took up about 10-20 minutes a day. In general it was felt that the time demands were much less than those made on teachers for marking and planning work for usual classes and were very realistic given the results obtained. Most of the running of the project could be done during time when we had contact with the learners or through the Form Tutors of the VIth Formers. Most of the chasing around was at the start of the week or after a pupil had been absent.

We felt that the Project had been a valuable social experience for both tutors and learners. Tutors and learners thought that their involvement with P.R. had been pleasurable and most wanted to continue. The possibility of using tutors other than sixth formers is now being considered, either peers, adults in the school, or older slow learners.

Because of the timing of our project we ran into difficulties with exams which came straight after Christmas, making a five week gap in the project for some learners. This would be avoided next time. It was important to have accurate information on the likely location of learners should they fail to turn up, and easy access to registers was useful too.

We would like somewhere quiet more readily available and this will become easier as the school population declines. Close links with Form Teachers are important to remind tutors and learners and to encourage and support them. The record book could be used to do this; simply by looking at it periodically or handing it back after it has been collected would reinforce the system and involve more people in it very simply. This would have to be done with discretion to avoid any stigmatisation that may arise.

Assessment

Not all tutees were included in the assessment. Some were absent at one or other of the assessments, and one child left the school. Of the 22 tutees who were initially involved in the project, the performance of sixteen was assessed at the beginning and end of the project. The paired reading group was compared to another group of first year pupils of less than average reading ability who had done a reading test at the start of the year. In this way, we would get information about the progress the P.R. groups were making and we should be able to compare their progress to other pupils in the school. The P.R. tutees were also asked to complete a questionnaire in order to gather information about how they themselves viewed the project.

The Paired Readers were also asked to read two short texts of differing readability. Their reading was tape recorded. The number of times they corrected themselves, the number of words that they did not know and their reading speed were all recorded. This type of assessment does not give a 'reading age', but changes in performance indicate that the learner is or is not progressing towards fluency. In the assessment we were looking for a reduction in the number of errors made; an increase in the amount of self-correction, a decrease in the number of words not known and an increase in the reading speeds.

Results

The reading test results were as follows (in a 20 week period from pre to post-test, Daniels and Diack Test 12):-

Paired Reading Group

No. of Pupils	-	16	
Av. gain for group	-	1.1 years	2.9 x "normal"
No. of pupils gaining	-	16	rates of progress
No. not changing	-	0	
No. lower scores	-	0	

Comparative Group

No. of Pupils	-	39	
Av. gain for group	-	0.59 years	1.5 x "normal" rates of progress
No. of pupils gaining	-	27	
No. not changing	-	2	
No. lower scores	-	10	

Thus the P.R. group, weaker readers than the Comparison group initially, progressed at twice the rate of the Comparison group.

The results for the analysis using recorded reading are shown in table 1. The recorded assessment shows that the reading of the paired readers became more fluent during the project. The number of errors dropped in all cases. The number of times the learners corrected themselves increased except where the number of errors made was already low. The number of words not known dropped in all cases. In most there was an increase in speed.

Table 1

	% Errors			% Refusals			% Errors Self-corrected			Speed (w.p.m.)		
	1st	2nd	Imp	1st	2nd	Imp.	1st	2nd	Imp.	1st	2nd	Shift
Richard	13	5	Y	2	0.75	Y	11	25	Y	60	80	↑
Steve	8	6	Y	0.75	0.5	Y	10	50	Y	66	80	↑
Joanna	8	3.5	Y	0.5	3	N	0	30	Y	80	80	=
Cheryl	3	1	Y	0.25	0	Y	9	0	N	133	133	=
Gareth	6	3	Y	0.25	1.5	N	20	0	N	66	80	↑
Josie	10	5	Y	2.5	1.5	Y	9	40	Y	44	57	↑
Melanie	8.75	8	Y	4	2	Y	8	28	Y	44	40	↓
Nathan	28	16	Y	6	3	Y	1	2	Y	30	47	↑
Mandy	7	6	Y	11	0.75	Y	17	12	N	44	80	↑
Craig	6	4	Y	0	0.5	N	24	18	N	80	80	=
Dale W.	19	10	Y	2	1.25	Y	7	40	Y	21	40	↑
George	13	6	Y	1	0	Y	9	30	Y	22	57	↑
Debbie	7	5	Y	2	0.25	Y	13	5	N	100	90	↓
Matthew	27	13	Y	20	6	Y	1	13	Y	21	33	↑
Andrew	8	6	Y	2	0.75	Y	6	5	N	44	60	↑
Dale S.	4	2	Y	0	0	N	6	50	Y	80	80	=

The fact that six readers did not improve on the Error Self-Correction aspect of the assessment is in part due to the fact that they were making minor errors. Readers who most reduced the number of errors increased the number of times that they corrected errors. This is due to the fact that the text obviously presented fewer problems to the better readers.

In the questionnaires completed by the tutees, most expressed favourable reactions to paired reading and felt that they had improved during the project. They thought it worthwhile and wanted to continue.

The progress made by the learners was not limited to the better readers. All of the children, good and bad readers alike, made progress.

Conclusions

The children involved in the paired reading project all registered gains in reading skill. In comparison to their supposedly more able peers, they made nearly 100% better progress. (The pupils used for purposes of comparison in this study were those who were screened by the remedial department but considered to have fewer problems).

Moreover, it is a feature of the reading test used that it is easier to increase one's reading age if you have a higher reading age to start with - e.g. to improve from R.A. 6.0 to 7.0, it is necessary to score 10 extra points. If you start with a reading age of 9.7, an increase of 10 points takes you to a reading age of 14+. In fact, the P.R. Group gained an average of 7.5 points of Raw Score, while the Comparison Group gained only 2.2 points.

This means to have made the gains that the Paired Readers made, their progress was even greater than it would seem from the figures.

It must also be stated that the paired readers received little additional help with their reading during this period and that their progress must be mainly due to Paired Reading.

The project has been a success, not only from the point of view that the pupils can read better. The pupils involved also expressed very desirable views towards reading as a source of personal fulfilment. The type of training and support that they have been given is far in excess of what can usually be offered by any school, both in terms of quantity as well as quality.

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Our ref SY/KJT/LMH
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Date January 1985

KIRKLEES PSYCHOLOGICAL SERVICE: PAIRED READING PROJECT

FIRST ANNUAL REPORT

The Project is funded by Urban Aid with £17,000 per year over 5 years. Its purpose is to help schools and other agencies to guide and support parents in the use of a particular technique (Paired Reading) of improving children's reading at home. Research studies have found this technique to be very effective, and it is also very enjoyable. Paired Reading is effective with children aged 5 - 14 years of all levels of reading ability or disability, irrespective of their intellectual levels. Disadvantaged and ethnic minority groups have been found to benefit equally.

The Project began in November 1983 with the appointment of the Project Leader, Keith Topping, an Educational Psychologist. The remainder of 1983 was occupied with planning, liaison and the development of materials, and the Project started to gather momentum in January 1984. The services offered to schools include: Briefing sessions, Planning consultation, Training for parents and children, Materials for training and evaluation, Finance to defray expenses of teachers making home visits in the evening, and general Support and Review meetings.

SCHOOLS INVOLVED

The Project is relevant to all 11 - 16+ High Schools and Secondary Schools, Primary and Special Schools (excluding the Mentally Handicapped), totalling 214 target schools. One year into the Project, the Leader has already been in contact with 62 schools (29% of the total). Of these, 19 had some experience of Paired Reading already, usually in a limited way, and 10 of these schools have been given further support, 4 developing major new initiatives. An additional 31 schools have developed major new initiatives from a baseline of no experience, in all but 2 cases supported by the Project.

A further 11 schools have been briefed and are considering when or whether to instigate a major initiative. Only one school that has been contacted by the Project has subsequently declined to develop an initiative.

Many schools have now run or are running substantial school-based mini-projects for at least 6 children and their families. These include 8 High Schools (38% of target total), 4 Middle Schools (18%), 24 Primary Schools (15%), and 4 Special Schools (50%). It seems strange that the proportional take-up from Primary Schools is the lowest. In addition, 2 Middle Schools and 7 Primary Schools have some limited usage of Paired Reading. Of the 40 schools with substantial projects, 14 have now run more than one and 3 run continuously, incorporating new children all the time. This report therefore refers to 54 school-based projects.

LOCALITIES INVOLVED

Ranking the census wards in order of socio-economic disadvantage on Census data, and noting the distribution of projects along this dimension, it is clear that projects appear in roughly equal numbers in each quartile. However, the projects in the less advantaged areas are fairly widely distributed, while the more advantaged areas tend to have localised pockets where many schools are running projects. Examples of areas of intense Paired Reading activity are Batley North, Paddock, Meltham and Kirkburton wards. In early 1985 Head Teachers of schools in less advantaged areas will receive further encouragement to make use of Project services.

RESULTS

To date, 425 children have been involved in 27 projects which are now terminated. Of these, 86% were experiencing reading difficulties. Projects running into 1985, or already planned in detail for launching in early 1985, number 22 and will involve approximately 385 children, of which 79% will have reading difficulties. A further 5 1985 projects are not yet planned in detail at the time of writing.

Most schools have chosen to evaluate their projects carefully (89%). Evaluation results to hand at the time of writing indicate that Paired Reading Project children progress on average at three times normal rates in Reading Accuracy and four times normal rates in Reading Comprehension.

Before the Project, many of these children had not been progressing at even normal rates, so their rate of Project progress on Reading Accuracy is typically four and a half times their pre-Project rate of progress. Subjective feedback from children and parents is also typically very positive.

These rates of gain compare well with results reported in seminal national research studies, but in Kirklees they are being consistently replicated on a large scale. Of the 27 terminated 1984 projects, only 2 produced less than satisfactory results, and in these cases clear organisational problems were evident, exacerbated by industrial action.

COSTS

In the first year of the Project, 425 children have been helped for £17,000, at a unit cost of £40 per child. In 1985, it is projected that 1040 children will be helped, at a unit cost of £16 per child.

As schools develop and consolidate their own expertise, the need for a man-power input from the Project reduces, so that most schools will be capable of running their third project completely independently, except for the provision of materials.

The total number of children projected to be helped directly or indirectly by the Project over the full 5 years is between 7,000 and 10,000. Final unit costs are thus projected at between £8.50 and £12.50 per child.

The extraordinary results achieved by the Paired Reading Project with a very small resource input indicate a level of cost-effectiveness unparalleled in Education. There is clearly a strong case for LEA's to establish Projects of this kind irrespective of whether Urban Aid funding can be attracted.

PAIRED READING TRAINING PACK

As the Kirklees Paired Reading Project is the largest of its kind in the United Kingdom, many enquiries and requests for advice have been received by the Project Leader from other LEA's. To help deal with these enquiries in a thorough manner, and to avoid the risk of other LEA's adopting watered-down methods and bringing Paired Reading into disrepute, a Paired

Reading Training Pack has been produced by the Project Leader. This includes 15 paper items and a one-hour video film, which other LEA's may buy into according to their requirements. At the time of writing the Pack has been available for about 3 months, and already 100 have been sent out.

PAIRED READING DAY CONFERENCE

The First National Paired Reading Conference was held at DABTAC in Dewsbury on 3 November 1984, organised by the Project Leader. Half the participants were from Kirklees, half from other LEA's. Almost 300 applications and late enquiries were received from throughout the UK, including from London, South Wales and Scotland. Only 120 could be accommodated. After an initial address by Dr J Hewison, a figure of international repute in reading research and practice, eight parallel co-tutored workshops were run, covering current good practice and future developments in the field. Finally, a Paired Reading Information Network was established with a register of interested parties, and the first issue of a Paired Reading Journal was discussed. All of this was to be coordinated initially by the Kirklees Project Leader. The conference ran very smoothly, and a number of participants reported finding it very valuable. It is intended to repeat the Conference in 1985.

PUBLIC RELATIONS

The Kirklees Paired Reading Project has received media coverage on Radio Leeds, in the Huddersfield Examiner (twice), the Daily Telegraph, the Times Educational Supplement, and the Bulletin of the British Psychological Society. (As Kirklees does not subscribe to a national Press cutting agency, coverage elsewhere may have passed unnoticed by the Project Leader).

The Project Leader has written articles about the technique and the Project which have appeared in various national publications, namely Special Education: Forward Trends, Child Education (twice), Community Education Network, and the Newsletter of the Division of Education and Child Psychology of the British Psychological Society.

Invitations to the Project Leader to give major public lectures on the topic have come from Lancashire, South Humberside, Leicester, Oxfordshire, London, Manchester and Nottinghamshire. Time has not allowed all of these to be accepted.

K J Topping
Project Leader
January 1985

SUGGESTED BOOKS FOR PARENTAL INVOLVEMENT IN READING PROJECTS

At the first Paired Reading Conference, a request was made for help with suitably stimulating books to form a core "library" for parental involvement projects.

Worth consulting on this topic are:-

A Choice of Stories by Jill Bennett £1.80

(a select annotated bibliography for Under-12s)
available from The School Library Association,
Victoria House, 29-31 George Street, Oxford OX1 2AY

Children's Books - an Information Guide £1.78

available from the National Book League, Book House,
45 East Hill, Wandsworth, London, SW18 2QZ

The Read-Aloud Hand-Book by J Trelease (1984)
Harmondsworth Penguin

In addition, we reprint below a list of suggested books prepared by workers in Cleveland.

A. INFANT AGE CHILDREN

These books were all requested and enjoyed by the children. Series of books often prove popular and children like to see them displayed together. Children also like to read at home books the teacher has read to them. It was found helpful to have a 'reserve' of books that could be put in about two thirds of the way through the project to inject new interest.

SERIES

Title	Author	Publisher
Blob Books (Piggy Pink etc)		
Bangers & Mash Readers		Longman
Dorrie Books	P. Coombs	World Wide Dist.
Collins Mini Books		Collins
'Help your child to read' books	Ahlbert/Anstrutz	Granada
Home Start Books	L.A. Ivory	Burke
Happy Families	Ahlberg & McNaughton	Puffin/Kestrel
Hamlyn Robin Books		Hamlyn
Learn with E.T.	L. Weinberg	Kingfisher
Kevin the Kitten Stories (Reading with Lenny)		Hart-Davis Ed.
Pepper Stories (Reading with Basil Brush)		Hart-Davies Ed.
Meg and Mog	H. Nicholl & P.J. Pienkowski	Picture Puffin
MacDonald 345 Books		McDonald
Mr Men Word Books	R. Hargreaves	Thurmann Publ.
Read It Yourself		Ladybird
Storychest (Read Together & Ready Set Go)		Arnold-Wheaton
Topsy & Tim Handy Books	J. & G. Adamson	Blackie
Will o' the Wisp		W.H. Smith
Dr. Seuss Beginner Books		Collins

INDIVIDUAL TITLES

Title	Author	Publisher
Each Peach Pear Plum	Ahlberg J. & A.	Picture Lion
Peepo	"	" "
Funny Bones	"	" "
Jeremy Mouse	Althea	Althea Books
The Gingerbread Band	Althea	" "
The Little Girl	Ardizzone E.	Picture Lion
The Spooky Old Tree (and others)	Berenstein S. & J.	" " " "
Mr Gumpy Books	Burningham J.	Picture Puffin
Cannonball Simp	"	" "
The Very Hungry Caterpillar	Carle E.	" "
The Extraordinary Hat Maker	Carnck M.	Transworld
Petunia Beware	Duvoisin R.	Picture Lion
Little Pig Barnaby	Hourihane U.	Transworld
Don't forget the Bacon (and others)	Hutchins P.	"
Mog the Forgetful Cat (and others)	Kerr J.	Picture Lion
The Pear Shaped Hill	Leitner I.A.	Play School Reader World Distribution
Tiny Bear and His New Sled	Long R.	Play School Reader World Distribution
Mr. & Mrs Pig's Evening Out	Rayner M.	Piccolo Picture
Garth Pig & The Ice Cream Lady	Rayner M.	Piccolo Picture
Where the Wild Things Are	Sendack M.	Picture Puffin
Jenny's Baby Brother	South P. & Graham B.	Picture Lion
Noisy Norah	Wells R.	" "
Just Awful	Waitney A.M.	" "

Book List Contributed by Jill Canning

JUNIOR AGE CHILDREN

Title	Author	Publisher
Happy Families	A. Ahlberg	Puffin
Monster Books	E. Blance and A. Cook	Longman
Fables		Ladybird
Children's Classics		"
Read it Yourself		"
Bangers & Mash Books	P. Groves	Longman
Ivor the Engine Books	O. Postgate	Picture Lions
Will O' the Wisp Stories		Witt. Smith & Sons
Desmond the Dinosaur Books	Althea	Dinosaur Publ.
Pepper Stories	Reading with Basil Brush	Hart-Davies Ed.
Olga da Polga Books	M. Bond.	Longman
Topsy & Tim Books	J. & G. Adamson	Blackie
Barbapapa Books	A. Tison & T. Taylor	Warne (H. Back) Piccolo (P. Back)
The Brick St. Boys	A. Ahlberg	Collins
Garth Pig Books	M. Rayner	Piccolo Picture
The Church Mice Books	G. Oakley	MacMillan (H. Back) Picturemac (P.B)
Paddington Bear Books	M. Bond	Piccolo
Dr Seuss Books	Dr Seuss	Collins
Bear Books	S. & J. Berenstein	Picture Lion
I Can Read Books		Worlds Work
Mr Jumpy Books	J. Burningham	Cape (H. Back) Puffin (P. Back)
Mr Men Books	R. Hargreaves	Thurmann Publishing
Gumdrop Books	V. Biro	Piccolo (P. Back) Hodder (H. Back)
Danger in the Mountains	B. Butterworth	Methuen Educational
The Look Out Gang Books	M.B. Chaplin	Gibson
Choose Your Own Adventure Books.	E. Packard also R. Montgomery	Bantam
Bagpuss in The Sun	O. Postgate	Picture Lions
Icecreams for Rosie	R. & D. Armitage	Hippo
The Amazing Adventures of Morph	P. Dawling	Piccolo
Mr Potter's Pigeon	P. Kinmonth & R. Cartwright	Hutchinson
Felix the Fat Cat	D. Wilmer	Longmans
Seven Years and a Day	C. O'Hare & B. Cook	Fontana
The Two Giants	M. Foreman	Hodder & Stoughton
The Enormous Crocodile	R. Dahl	Picture Puffins
Revolting Rhymes	R. Dahl	" "
You Can't Catch me	M. Rosen & Q. Blake	" "
The Lighthouse Keeper's Lunch	R. & D. Armitage	" "
Funny Bones	J. & A. Ahlberg	Picture Lions
Witches (and other titles)	C. Rawson & S. Cartwright	Usborne Books
Things That Go (& other titles)	E. Humberstone	" "
Magical Animals (& other) titles)	C. Watson	" "
Usborne Book of Legends	" "	" "

JUNIOR AGE CHILDREN (Continued)

Title	Author	Publisher
Where the Wild Things Are	M. Sendak	Picture Puffins
Dogger	S. Hughes	" "
The Witch's Cat	H. Thompson	Piccolo
Gertrude the Goose who Forgot	J. & P. Galdone	Worlds Work
Dinosaurs and all that Rubbish	M. Foreman	Puffin (P.Back) Hamilton (H. Back)
Flat Stanley	J. Brown	Magnet
The Big Sneeze	H.E. Todd	Hodder
The Story of Holly & Ivy	R. Godden	Puffin
Charlie and the Choc. Factory	R. Dahl	"
Fantastic Mr Fox	" "	"
Charlotte's Web	E.B. White	"
Father Christmas	R. Briggs	"
The Scruffy Scruffy Dog	H.E. Todd	Transworld Carousel
The Sick Cow	H.E. Todd	Puffin

Junior Book List compiled by Margaret Carney, Linda Mottram and Jean Spenceley in co-operation with Cleveland County Library Service.

'WORKING TOGETHER' : THE MARSDEN JUNIOR SCHOOL PEER TUTOR PROJECT

by Ian Gale and Doreen Kendall

Summary:

A peer tutoring project with 'readers' and 'helpers' taken from the same J1/J2 class, and utilising the Paired Reading approach, is described. 'Readers' showed more than normal gains over nine school weeks, on less than 1 hour total Paired Reading time per week. Helpers also showed gains.

Introduction

Paired Reading is now a well established and widely used technique, known to be a very effective way of involving parents in boosting children's reading skills.

Peer tutoring is a much less well established practice, and most research is American (eg Sindelaar, 1982; Russell and Ford, 1983). In most cases "cross-age" tutoring has been tried, the tutors being older than the tutees. One exception is the Rossmere Peer Tutor Project, where J4 tutees worked with tutors from their own age group, using 'paired reading' (Winter and Low, 1984).

The present project was run in a mixed J1/J2 and arose from:

i) our wish to give a 'boost' to some of the poorer readers in the class
ii) a more general interest in whether this sort of co-operative venture was practical and acceptable in a group as young as this.

The Project

Four 'readers' and four 'helpers' were chosen by the class teacher (D.K.). They were told that they would be helping us in an experiment to see how we could improve children's reading. All were willing to take part.

The school's psychologist (I.G.) spent a 30 minute session with the eight children (two pairs of girls and two pairs of boys) teaching the Paired Reading technique. The only deviation from the standard paired reading format lay in not emphasising the need for the helper to praise the 'reader' for reading a difficult word or correcting a mistake, as this was felt perhaps not appropriate to helpers of this age. (This assumption was later questioned).

Time for the project posed no problems. All the class accepted that reading happened for ten minutes every day (9.50 - 10.00 am) and the pattern became established. 'Readers' and 'helpers' moved to sit together, but remained in the same room as the rest of the class. The children were not given any special places, or grouped together in any way. They chose their own space in which to do their reading, usually at a table, occasionally near the box of books, which was situated near the front of the room. Reading time began when the four pairs of children were settled with their books. One difficulty came when changing a book, since two or more could be read during the ten minutes allowed. Valuable reading time was lost, although self-selection (with some help from the partner) probably had other benefits. Each pair was asked to do a brief report on the books they read, as a record of which books were of most interest to them.

The project ran for 10 weeks, of which one (week 7) was a one week half-term holiday. One week was also affected by the class teacher's absence through illness, when the supply teacher felt unable to oversee the project. In all, therefore, eight full weeks were completed, with 50 minutes reading together each week. One 'reserve' helper was also trained by the class teacher subsequently.

Materials

70 books were selected from the school's Reading Scheme, Supplementary Reading Scheme, L.E.A. Library Loan Services and the school's Reference Library. It was suggested that the children concerned also bring books from home, and one such book was brought in. Selection was based on visual attractiveness, level of difficulty, interest and content, print size and varied length of text. Reading Scheme books were not extensively used, as an element of novelty was intended. 150 books would have been a better number, as the children read more books than had been anticipated. Books were kept in a plastic box, which remained in the classroom throughout the period of the project. It was kept tidy by the children concerned. Appropriate record sheets for the 'book reports' were prepared.

Evaluation

The psychologist tested all children in the project on the Neale Analysis of Reading (form A) at the beginning and end of the project, and also interviewed each child briefly about their feelings regarding their work together.

A) Reading

The weaknesses of the Neale were well known, but it was chosen to give some comparison with the bulk of paired reading projects, many of which have been evaluated with this test.

Table 1. Results of Testing (Neale Analysis, Form A)

	Before	After	Gain		Before	After	Gain
Helper 1, Acc.	9y 4m	9y 5m	+1m	Reader 1, Acc.	7y 2m	7y 7m	+5m
(Girl) comp.	9y 5m	10y 8m	+15m	(Girl) Comp	6y 9m	7y 4m	+7m
Helper 2, Acc.	9y 7m	9y 11m	+4m	Reader 2, Acc.	7y 5m	7y 10m	+5m
(Girl) Comp.	10y 5m	11y 1m	+8m	(Girl) Comp.	7y 1m	7y 4m	+3m
Helper 3, Acc.	11y 4m	12y 0m	+8m	Reader 3, Acc.	7y 2m	7y 5m	+3m
(Boy) Comp.	10y 10m	11y 2m	+4m	(Boy) Comp.	6y 11m	7y 4m	+5m
Helper 4, Acc.	11y 8m	11y 10m	+2m	Reader 4, Acc.	7y 4m	7y 4m	0m
(Boy) Comp.	12y 0m	12y 5m	+5m	(Boy) Comp	7y 4m	7y 6m	+2m

Average Gains:

Helpers Accuracy 3.75m
Comprehension: 8.0m

Readers Accuracy 3.25m
Comprehension: 4.25m

Duration : 9 weeks (excluding holiday), 10 mins per day.

B. Interview

The interview followed a standard format, with some variance in the wording to maintain the interest of both parties:-

Did you enjoy the project?

All the children responded positively, the boys more so than the girls. One girl 'helper' complained that her 'reader' sometimes "kept chatting to her friend."

Would you want to do it again?

All the'readers' said 'yes', although one qualified this by saying only if it could be with the same 'helper'. Two 'helpers' said "no" and one was uncertain, but the other was happy to do it again.

Has it helped you read better?

All the 'readers' felt it had helped them. The 'helpers' were less sure, although all felt they now read better than at the start.

What did you like best?

Three 'readers' and one 'helper' specified enjoying the books.
Two of the helpers were unable to say what they had enjoyed the best.

The other 'helper' said that the best bit was where he joined in to help his reader. One reader also specified this as the best bit (she was in a different pair).

What was the worst bit?

Two 'helpers' specified choosing the books. One disliked "when P kept talking to her friend", and one the periods when the reader was "just listening". The four 'readers' said "nothing" in response to this question!

What did you think of the report sheets?

Three 'helpers' thought these "alright". One did not, because they kept him from other work. The 'readers' were all happy with doing the reports. (Most of the work tended to fall on the 'helpers').

How could we make it better? + Other comments

Three 'readers' were unable to suggest improvements. The other felt that changing some of the books would help. Two 'helpers' also suggested different books ("more harder and more easier", "more adventures" and "more of the books we read in school").
One'reader' suggested it would help to have one of your best friends helping you, and one helper recommended that pairs should read together all the time (his 'reader' reported feeling that "he kept wanting to nudge").

C. Class Teacher's Observations

As noted, responses from the children involved in the project were mostly positive, but the girl 'helpers' seemed less sympathetic to the needs of their partners, and their attention was not sustained as well as that of the boys. Socially, however, the project worked very well, with good relationships developing.

An awareness of books as objects of pleasure began to emerge and it was interesting to overhear conversations when books were being changed, eg. "I've read this one. It's good. You try it."
Other children in the class were eager to volunteer as "reserve helpers", and many were disappointed when they were not allowed to take the place of an absent 'Reader'.

The project was stimulating for all in the classroom, and made the four 'readers' feel very special for (at least) ten minutes every day. It also gave a sense of responsibility to the four 'helpers'.

The teacher was made more aware of how children learn to read, as well as finding a source of help within the classroom, which was beneficial to the 'reader' and the 'helper'. Children could be observed in a learning situation based on "peer assistance" where adults were intruders. It was most pleasing to note how seriously the children applied themselves to this situation.

Conclusions

All the 'readers' except one showed good gains over the period of the project, and there was certainly no evidence of the 'helpers' being held back. All the 'readers' were very positive about the project and would be happy to repeat it. From their point of view, the project was successful and productive. For the 'helpers', some changes seem desirable to make it more interesting. Possibilities for another project might be:

i) a wider range of books.

ii) excluding 'nudging' so that the helper was actively reading throughout.

iii) re-inclusion of the responsibility for making positive comments - again to keep the 'helpers' active.

It is felt that less able readers can be helped by using the "Paired Reading" approach in this way and a development (involving more children in the class) is now being considered. Already many children of similar ability are choosing identical reading books and then reading together, or taking turns to read a page. The next step will be to encourage this, and involve the children in devising questions for each other.

We were convinced that:

The project was easily run with children of this age.

8 school weeks is sufficient (we only extended to nine because of the class teacher's illness).

A lot more, and a wider range of, books was required (we would aim at 150 books as a minimum).

The books should be displayed to make choosing as easy as possible, (another time we would want proper display units.)

The project was well worthwhile for all the children involved both academically and socially.

Teacher and psychologist also found it an enjoyable and rewarding experience.

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Psychology in the Schools 20, 436 - 441.

Sindelaar, P.T. (1982)
The Effects of Cross-Age Tutoring on the Comprehension Skills
of Remedial Reading Students.
Journal of Special Education 16, 199 - 206.

Winter, S. and Low, A. (1984)
The Rossmere Peer Tutor Project
Behavioural Approaches with Children 8, 62 - 65.

Paired Reading at Lydgate Special School Rolls on

by Gill McKnight.

Many readers of this bulletin will be familiar with the report of the work with the parents of children with moderate learning difficulties at Lydgate Special School in Topping and McKnight (1984). For those who remained sceptical that Paired Reading could really work so well with children with learning disabilities, here is an up-date.

A fourth project was run in the Spring Term 1985 for 9 pupils in the Upper School. A training meeting was held at school. Subsequently home visits were made to support and monitor the work at home: approximately 4 visits per family. Many of the staff of the school were involved, each teacher supporting one family. A total of 35 visiting hours were recorded during the 9 week project.

All of the children gained in motivation and confidence, pleasure and fluency in reading. Most of the children are continuing with reading at home. Test results were comparable with those from the previous projects, despite the current project involving a larger and less selected group. On average the children increased by 5 months on Neale Accuracy and 11 months on Neale Comprehension. This represents gains of $2\frac{1}{2}$ x "normal" on Accuracy and $5\frac{1}{4}$ x "normal" on Comprehension. Four children increased their Comprehension Reading Age by considerably more than a year.

Yet again, the results speak for themselves.

Reference:

Topping, K.J. & McKnight, G. (1984)
Paired Reading - and Parent Power
Special Education: Forward Trends 11, 3, 12-15.

Acknowledgements:

The effort and dedication of the teachers involved in supporting the families must be recorded. Thanks are due to P. Coldwell, P. Dixon, L. Exley, J. Metcalf, J. Powell, A. Sykes and S. Walker.

P.A.T.C.H.

EASTFIELD COUNTY JUNIOR SCHOOL
MARGARET STREET
IMMINGHAM
SOUTH HUMBERSIDE
DN40 1LD

15 April 1985

Dear Sir

"PAIRED READING"

Last Autumn term I was seconded to the College of Ripon and York St John to take a course in the education of children with Special Educational Needs. This gave me ample time to study various ways in which children with Special Educational Needs within the classroom can be helped. One of the most common types of need that requires satisfying is that of being able to read. It was during my quest for help in this field and with the involvement of parents that my own educational psychologists here in Grimsby loaned me a copy of your scheme. Furthermore, I attended the lecture you gave in Scunthorpe last November, and resolved to initiate a paired reading scheme based on your detailed guidelines. I did venture to mention this to you at the meeting and you expressed a wish to be informed of any results I might have obtained. Well these are they.

The target group of children to be involved in the P.A.T.C.H. (Parents and Teachers with Children at Home) scheme were all attending the remedial reading teacher in school on a withdrawal basis. This teacher very kindly agreed to do my testing as she was used to the Neale Analysis test as well as the children. Of the 31 children in the target group, 26 were eventually to become fully committed.

A control group was set up in two other schools in Grimsby and they were also tested. The scheme ran for eight weeks and the children were then tested again. We found the following results:

	P.A.T.C.H.	CONTROL
Accuracy Increase	5.76 months	2.16 months
Comprehension Increase	11.56 months	4.79 months

This seems to correlate reasonably with your average 2 - 3 greater increases. The P.A.T.C.H. group progressed at 3 x normal rates in Accuracy and 6.1/4 x normal rates in Comprehension compared to time passed. The CONTROL group showed the lift in Comprehension which is a frequently noted artefact of the Neale test. Nevertheless the P.A.T.C.H. group showed 2.7 x the Accuracy gain and 2.4 x the Comprehension gain of the CONTROL group.

Use of the questionnaires has also revealed that much of what your previous articles have claimed is as true in Immingham as it is in Kirklees. Parents notice changes in behaviour and attitude at home and teachers have also expressed their opinion that many of the children have gained immensely in classroom confidence. I am still in the process of doing a full evaluation of the project and hope to widen and continue its obvious benefit to the rest of the school and surrounding area.

It has been interesting to note that two schools have already contacted me about Paired Reading. It appears that children in their schools who have been classed as very poor readers have suddenly taken off. The teachers when notifying the parents of this wonderful improvement that they considered they had begun were slightly crestfallen to find that the parents were well aware of the improvement - and could tell them why! It would appear that these parents are the relatives of parents in my group. So the word spreads.

You have also helped me convince an initially cautious staff, who are now beginning to appreciate the full and active part that parents can play. My thanks to you and your early work which made my project possible. It is the success you said it would be; staff, pupils and parents are all highly delighted and highly motivated. It is now up to us to build on it.

Mike Simpson

Yours faithfully

MIKE SIMPSON
Acting Head

AN ACCOUNT OF 'PAIRED-READING' PROJECT

BY ELIZABETH LEES

The aims of the project were to discover in more detail exactly why the technique works; to demonstrate to schools and parents that it does work; and to encourage parents to use the technique at home with their child.

In the initial stages 5 children were identified by the class teacher as having a problem with reading, and also having parents who would be willing to become involved at a later stage. The reading ages of the children were measured using the Neale Analysis of Reading Ability (Accuracy, Comprehension, and Rate). For the next 10 weeks I saw the child for 20 to 30 minutes on two days of the week, when we were involved in paired-reading. One of the main reasons for my being involved in the actual reading process was to try to pinpoint exactly what was happening when the child learned to read in this way: what factors encouraged reading development?

After this initial period the Neale Analysis was administered again, and the results showed considerable improvements in all children, with increases in reading accuracy ranging from 5 to 11 months, with similar increases in the other two measures.

The second phase of the project was then initiated. I made contact with the parent, who in all cases was the mother, and arranged for them to meet a colleague and myself in the school to discuss the scheme. In the meeting the mothers were asked if they would be interested in continuing the work at home, reading for 15 - 20 minutes each night with their child. All mothers agreed, and watched a demonstration of the technique given by the child and myself. Meetings were arranged in which checks on the progress of the reading at home were made. The success of the second stage of the project was assessed in the Summer by again measuring reading ages.

The technique has obviously been of great benefit to the children. Similar schemes are to be set up with children in other classes in the same school.

CHRONOLOGICAL AGE (July 1984)	READING ACCURACY (1)	READING ACCURACY (2)	READING ACCURACY (3)	TOTAL ACCURACY GAIN	READING COMPREHENSION (1)	READING COMPREHENSION (2)	READING COMPREHENSION (3)	TOTAL COMPREHENSION GAIN
10.1	8.0	8.9 (+.9)	9.0 (+.3)	12 mths	8.2	9.1 (+.11)	9.10 (+.9)	20 mths
10.0	7.7	8.5 (+.10)	8.7 (+.2)	12 mths	8.2	8.5 (+.3)	9.1 (+.8)	11 mths
10.1	7.4	7.9 (+.5)	7.8 (+.1)	5 mths	8.2	8.2 (+.0)	8.5 (+.3)	3 mths
10.1	7.10	8.6 (+.8)	9.1 (+.7)	15 mths	8.5	8.11 (+.6)	9.3 (+.4)	10 mths
10.3	7.8	8.1 (+.5)	8.8 (+.7)	12 mths	7.4	8.2 (+.10)	8.10 (+.8)	18 mths
MEAN GAIN (months)		7.4	4			6	6.4	
RATIO GAINS		3.2X	1.33X			2.6X	2.13X	

10 weeks between Reading Accuracy and Comprehension (1) and (2) - reading with EL
13 weeks between Reading Accuracy and Comprehension (2) and (3) - reading with parents

PAIRED READING FOR HIGH FLYERS

We all know Paired Reading is just a remedial technique for Junior age children don't we? I mean, the middle-class parents of good readers don't need specific training in how to "hear" their children read, do they? And it wouldn't be right to use Paired Reading with Infant age children, because until children reach the Juniors you don't know whether they need more than the "normal" curriculum, do you?

These popular misconceptions are largely demolished by Peggy Bruce's article (in this issue) on the Stile Common Mixed Ability Middle Infant Project. Any remaining sceptics should take note of the Kayes First & Nursery Project.

All the parents in the middle infant class of 30 children in a village school situated in the most socio-economically advantaged census ward in the Authority were invited to participate in the 9-week project. Twenty four families agreed to participate. Pre and post testing with the Holborn Reading Test showed Ratio Gains of 2½ times normal progress during the project, with good subjective feedback.

Not that exceptional, you think?

But the 24 Paired Readers started the project with a mean reading age that was already 12 months ahead of their mean chronological age!

Paired Reading Training Pack

The Kirklees Paired Reading Training Pack, designed for extra-district enquirers who cannot draw on the support services of the Project, is growing.

A new training video is currently in production, which will feature much improved technical quality and revised content. Material for peer and cross-age tutor training will be incorporated for the first time. The new tape should be available for the start of the new academic year, and may be available in Beta and Umatic formats as well as V.H.S. The bad news is that it will be considerably more expensive, (although it will be sold at cost price, as was the original).

Training pamphlets ("How To Do It") are now available in Urdu, Punjabi, Bengali and Hindi. A Gujerati leaflet and/or audio tape is still in the process of production. Training pamphlets for use in peer and cross-age tutor projects are also available. A new form of diary record card, expanded in size and on a 1 week per card basis, with a different coloured card for successive weeks, is being trialled.

The Training Pack is popping up in some odd corners of the world. At the time of writing the despatch of the 300th Pack is approaching, and requests have come in from Canada, Hong Kong, Australia and Europe (mainly Germany).

The Project Leader would very much welcome comments and feedback about experiences with Pack materials in use. Any views about particularly useful or unhelpful aspects should be sent in to help in the improvement of the materials for everybody. Details of useage of the Evaluation Checklists and Reading Interest Scale would be particularly welcome, as the latter has not had widespread trialling.

New Macmillan Test

At last, the replacement for the dear old Neale Analysis is almost with us. The dated language and illustrations, doubtful inter-form reliability and eccentric Comprehension scales are about to fade into history.

Denis Vincent's updated Neale look-alike test, to be known as the Macmillan Reading Analysis, should be available for the start of the new academic year, after various delays in production. The new test does not claim applicability above the level of a reading age of 11 years, but will prove extremely useful.

Further details in the 1985 Macmillan Assessment Catalogue, from Macmillan Education Ltd., Houndmills, Basingstoke, Hampshire RG21 2XS.

Macmillan are also introducing a new group reading test which is likely to prove a strong competitor to N.F.E.R.'s Primary Reading Test.

Relaxed Reading

In their attempts to isolate the factors of key effectiveness in Paired Reading, Geoff Lindsay and colleagues at the University of Sheffield Division of Education have trialled a system labelled "Relaxed Reading." Specific techniques for Reading Together or error correction are not taught, but there is much emphasis on a relaxed, rewarding, motivating context and many of the organisational features of P.R. Projects are retained. Initial results are encouraging, and replication is awaited. Further details from Geoff Lindsay.

The Paired Reading Series

Bill Gillham of the University of Strathclyde, educational psychologist and children's author of repute, will be bringing out a series of children's books at the end of this year, designed to be suitable for Paired Reading. Initial titles include "Spencer's Spaghetti", "Our Baby Bites", "Candy's Camel" and "Awful Arabella." The series will be published by Methuen Children's Books Ltd.

New Client Groups

Paired Reading is heading into the Adult Literacy field. In Kirklees an experimental project using paired reading on a peer and cross-age tutor basis with adults with literacy problems aged up to 45 years on Basic Skills courses is in progress. Several other workers around the country have expressed interest in the area. Can Paired Reading overcome 40 years of failure? Watch this space for the

answer.

Meanwhile, elsewhere in the reading jungle, other things are stirring. At least two L.E.A.'s are experimenting with variants of the Paired Reading procedure with children in schools for those with severe learning difficulties. Sue Buckley's work in Portsmouth suggests this might be particularly promising with young Down's Syndrome children. To what extent need language skills be pre-developed, or can Paired Reading help develop them? Watch this space for the answer.

The Volunteer Tutors Organisation

Organisations to coordinate volunteers wishing to help children with reading in school are now relatively commonplace, the most widely known being Volunteer Reading Help in the I.L.E.A.

The Volunteer Tutor's Organisation takes this a stage further. Started in Glasgow in 1974, the project aims to recruit and train volunteers and match them with socially and educationally deprived children who may be at risk of appearing before the courts. Personal support and guidance and practical help with schoolwork is offered by the volunteer. Since January 1984, the Project has been funded by Urban Aid.

V.T.O. has recently become interested in Paired Reading, which should provide an ideal vehicle for work with many of the referred children. Further enquiries should be addressed to: V.T.O., Inverclyde Tutoring Project, Area Community Education Office, Highholm Avenue, Port Glasgow, Scotland. (V.T.O. has other branches in Glasgow, Clydesbank and Edinburgh).

Other local Authorities please copy!

P.R. Insignia

A number of schools running P.R. projects have chosen to award some sort of certificate of merit to children for effort during the course of the project. In Kirklees the L.E.A. has a standard authority-wide version available for use, although many schools prefer their own personalised or individualised versions.

As schools become more experienced and sophisticated with mounting P.R. projects, they become more adept at manipulating organisational details and the social psychology of adult and child participants and potential participants. As an adjunct to the creation of a pro-P.R. ethos in the child peer group, badges to identify P.R. Project kids could be used. A list of firms supplying these might be helpful. Inclusion here should not be taken to imply recommendation.

Badgeman
50 Longley Road
Almondbury
Huddersfield

Bradford Badger
6 Elmwood Terrace
Ingrow
Keighley
Bradford BD22 7DP

Westfield Advertising Specialities Ltd
Westfield House
Helena Street
Birmingham B1 2RJ

Winston Promotions Ltd
9 Hatton Place
Hatton Garden
London EC1N 8RU

The Second National Paired Reading Conference

The second national conference will be held in Kirklees shortly after the half-term holiday in the Autumn term 1985. D.A.B.T.A.C. is again likely to be the venue.

For 1985 the conference will incorporate an optional initial training session to familiarise those new to the technique with the basic principles. Subsequently the main conference will be launched by a speaker of international repute in Paired Reading. A wide range of workshops covering good routine practice and exotic new developments will again be offered, in even greater number than last year.

Places will be strictly limited. Last year's conference was 300% over-subscribed. Early application is likely to be necessary to secure a place.

Paired Reading Information Network

It is intended to keep updating the Register of P.R. Users, so long as this remains within realistic bounds. If you wish to be included in subsequent editions, complete the form on the this page and send it in to the Kirklees Paired Reading Project. Try to give details in a way which will be helpful to colleagues within your area who might approach you to discuss and share experiences. Remember we might have to charge for subsequent editions.

Paired Reading Bulletin No. 2

DON'T FORGET YOUR CONTRIBUTION TO THE NEXT ISSUE !

PAIRED READING INFORMATION NETWORK

I wish to be included in the Information Network and appear in the Register of Paired Reading Users.

Name..... Telephone.....

Profession.....Workplace.....

Mailing Address.....

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Experience of Paired Reading.....

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Area of Interest for Future Development.....

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PARENTAL INVOLVEMENT IN CHILDREN'S READING

Edited by Keith Topping, Educational Psychologist, Kirklees Metropolitan Council, Huddersfield, and Sheila Wolfendale, Principal Lecturer in Educational Psychology, North East London Polytechnic

Parental involvement in children's education is a subject of growing interest and recent legislation in both the UK and USA has given formal recognition of parents rights. Learning to read is an obvious area where parents can do a great deal to help, and some schools have had programmes for parental involvement in reading for some time. However, recent research has shown the considerable benefit in having carefully structured systems for parental involvement.

This book presents a review of past and current good practice in this field. Details of a wide range of schemes developed in local areas are given in a series of short contributed papers, which are grouped into sub-sections of Part II according to the type of project. Part Three is essentially a manual of materials and methods. The emphasis throughout the book is on service delivery to all children, although there is of course considerable discussion of remedial reading and children with special needs. The book should appeal to a wide audience in education, educational administration and educational psychology.

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